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Pausing feels impossible, but it’s vital for post-pandemic wellbeing

In times of stress, I go to the beach. The vastness of the sea is a reliable bringer of perspective. It forces me to pause and bring my fight-or-flight response under control. Soon enough, I can see more clearly what my mind was inflating into a crisis. Usually, it’s not nearly as bad as I feared.

I wonder how far teachers – and even the Department for Education – are being permitted these moments of reset. The pressure of catch-up is on and the DfE is churning out the interventions and systems to fix all education’s supposed ills: the long-awaited rollout of behaviour hubs, flexible-working lead schools, a catch-up resources contract, pupil premium changes, anti-bullying schemes – the list is endless (take a look at the Twitter threads our reporters post each evening for proof). The impression is of a government frantically trying to be seen to be doing something – anything – to mitigate the effects of the pandemic.

Schools are dealing with all this while also managing pressure from parents, trying to work out exactly where the pupils are in their learning and addressing any pastoral or safeguarding issues that may have arisen. They, too, need to be seen to be “doing something” and doing it as fast as possible.

The situation presents a number of problems. First, it is unlikely amid all this noise that poor implementation. Identifying a need for change is only half the battle; to really make a difference, you need the time to move through an iterative process of sense testing both the reality of the problem at hand and the potential solutions. That involves speaking to colleagues, parents, pupils, and other professionals and really getting under the skin of what the problem might be and how it might best be tackled – then rigorously testing that model to see if you are right before committing too much resource to it. That takes time – and no one seems willing to grant it.

And thirdly, there is, of course, a human cost to this. Unless we enable schools to de-escalate and pause, wellbeing will be severely impacted. Irritation, tiredness, a tendency towards catastrophising, a retreat to entrenched positions – all this and more will become more common and education and educators will suffer.

Clearly, it is difficult to pause. The DfE is under huge pressure to look active – it’s not easy to spin a “wait and see” message to the masses and come out of it well. Similarly, explaining to Ofsted or parents that your school is taking things slow would require a brave headteacher.

The cultural impetus, too, is not helping. We want our lives back and we are in a rush to get to that point as quickly as we can. There is a belief, it seems, that as soon as we wipe out the effects of the pandemic then the experience of it will be banished from our consciousness, too.

I often fail to take the time I need, even without the pandemic as a cause. When you are in the suffocating grip of stress, pausing seems to be the last thing you can afford to do. Usually, it requires a critical friend to intervene. They spot the signs, they force a retreat, they instigate a change in you – and you often fight them every step of the way. Only afterwards can you see the reality that pausing was the very thing you needed, that you are better for it, that the world only now begins to sense.

Pupils, school staff, parents, those at the DfE – they all need that friend right now, that push to the beach to reset out of the chaos.

@jon_severs
Regulars

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Go to a certain part of the country and you might be called "duck". In others, "hen". Or perhaps, more generally, "pet". Or, if you were students in Zoe Enser’s classroom, you might be "hedgehogs", "meerkats" or "armadillos". The students may have given her the odd quizzical look but Enser says that using fun, quirky terms of endearment such as these has been a great way to build relationships and connect with pupils in a fun and memorable way: “[They] spoke volumes about the relationships we shared and the overall tone of the lesson we were about to have. We went on adventures in English and who knew quite where these stories would take them? It became something they identified with me.”

Mostly, she says, the animal names were used as group greetings – sometimes swapped out for non-animal-related greetings, such as “my wonderful people” or “my superstars”. But what about using more individual greetings such as “sweetheart”, “darling” or “love”? After all, these are equally common terms of endearment used by many in society without any meaning beyond a platonic sense of affection.

Enser admits that she uses words like this when they feel right: “When I had a distressed or anxious individual in my class, who was frustrated about work or something outside the lesson, I’d ask, ‘How can I help you, my lovely?’ The intention here was to defuse some of the tension and present myself as non-threatening.”

And for young pupils, mimicking the language of home may be just what’s needed – for example, if a five-year-old is crying for their mum and hears a “come on, sweetheart, let’s go and see your friends”, it may be the link they need to feel a little less teary.

Yet Enser acknowledges that terms like this can lead teachers into that tricky area where words shift and meaning can – depending on context and the culture of the pupil hearing them, or the family member they relate it to – be reinterpreted and become something quite different from what was intended.

And in light of the Everyone’s Invited scandal, in which students shared their harrowing stories of school-related sexual harassment and abuse, will teachers feel even more conscious of the language they use when chatting with students, whether as a group or especially one to one?

Certainly, with Ofsted carrying out a review into safeguarding following the Everyone’s Invited revelations, it’s easy to imagine the possibility that a huge raft of everyday terms of endearment will become effectively banned from the classroom as a preventative safeguarding measure.

Would this be a good outcome, though? For some, it would be a real challenge, so ingrained are certain terms in the everyday language they use. Such a move might possibly even be perceived as an affront to cultural norms. “When it is part of the dialect, not saying ‘love’, or ‘hen’ when addressing someone could seem out of place, and even quite rude,” says Enser.

What’s more, she adds, while teachers, of course, “consider our language in the classroom” and appreciate that not all students have the same cultural background, we should also recognise the positive, relationship-building power that a creative greeting can have. “We have a duty to show our care for them and terms of endearment may well be one way we can do that, without compromising on anything else.”
Will the pupil premium changes do more than create extra paperwork?

The government recently announced two major new requirements for its pupil premium (PP) funding.

The first is that schools must “demonstrate how their spending decisions are informed by research evidence” and “make reference to a range of sources” in doing so.

The second is that by the end of December 2021, all schools must use templated documents to outline their 2021-22 pupil premium strategy, removing the option for schools to choose how they present their strategies.

So, what do the new measures mean for schools and will they make a significant difference – or just create more paperwork?

Of the two changes, perhaps the most notable is the requirement for schools to reference research that has been used to justify their PP strategies and spending.

Yet there has been no direct guidance from the Department for Education on what sort of research this may be or what is acceptable, except advising schools to use the Education Endowment Foundation’s toolkit to guide them.

This toolkit document offers a breakdown of 35 different areas of school life – from school uniform to bullying, homework to class sizes – with each section including the helpful subheading “How secure is the research?” No doubt it might receive a few more downloads in the weeks ahead.

Furthermore, the DfE stresses that the research should be used to inform three areas of PP spending:

- To support the quality of teaching, such as investment in staff professional development.
- To provide targeted academic support, such as tutoring.
- To tackle non-academic barriers to success in school, such as attendance and behaviour, and to provide social and emotional support.

This is a key change but Steve Edmonds, director of advice and guidance at the National Governance Association (NGA), says the overall move towards a more explicit use of research is not surprising.

“It’s certainly always been in our guidance that school leaders should point governing boards to research that supports decisions on pupil premium, so there are evidence-based strategies. It’s something governing boards expect to see,” he explains.

“It’s not something that hasn’t been said many times before, and, from an NGA perspective, we have always advised schools to be evidence-based, with a high-impact, low-cost approach, based on research.”

Julia Hinchcliffe, headteacher at Orchard School in Bristol, agrees that this new requirement should not be too onerous.

“It is a useful guide, and we [SLT] all agree it’s sensible as professionals to make use of evidence-informed decisions on spending this premium. We are already trying to do so and have made use of the EEF toolkit for years now.”

However, she offers a caveat to this by saying that the guidelines on what exactly is required must be carefully managed.

“Where it’s ‘obvious’, I don’t want to spend time looking for evidence. For example, our school handed out over 300 laptops to students in receipt of PP during the most recent lockdown,” she says.

“I don’t think anyone would expect this to be ‘evidenced’ – it’s obvious that if a child doesn’t have a dongle or laptop that the quality of teaching and learning they can access will be limited.”

Meanwhile, Daniel Woodrow, headteacher of St Gregory CEVC Primary School in Sudbury, Suffolk, says the lack of clarity on what sort of research is deemed acceptable is concerning.

“What research is the right research? Or does it matter who funded it? What if there is another piece of research that says the exact opposite? Or if it mentions a specific product in that research, might schools feel obliged to only use that product?”

Another point of concern that has been raised is whether a school’s own internal research would count as being acceptable to justify spending decisions. The DfE hasn’t said anything explicitly on this, although further guidance may cover this area.

The hope in schools is that their research will be deemed permissible: “I assume research we have generated from within our own school is deemed sufficiently ‘valuable’, too,” says Hinchcliffe.

This is no small point, either. After all, who knows better than a school’s leadership team and governors what challenges it faces and how money may be best spent, based on years of insights built up from that specific setting?

Julie Cassiano, headteacher of Vernon Terrace Primary School in Northampton, sees it this way: “I would argue that there are schools who are successfully closing the [attainment] gap using internal action research of years of personal evaluative processes.”

As such, she says, there needs to be an understanding that “proving impact rather than how you are getting the impact” is important.
Cat Scutt, director of education and research at the Chartered College of Teaching, offers a note of optimism around this: “I can’t imagine that a school that has addressed something internally and has data from that has not also looked at a wider evidence base to understand what might work.”

If this is the case, it may be that schools can legitimately “retrofit” external research to justify certain spending decisions based on internal research.

Meanwhile, the move to the mandatory use of templates to outline how PP money is being spent will come into force from December. The templates are available now – both to download to fill in and to look at examples of what it might look like on completion, for primary, secondary and special educational needs schools.

This is clearly a key focus for the DfE, which says they must be published annually and there will be monitoring checks on a sample of schools’ published reports.

Edmonds says the move has logic because it will bring uniformity to something all schools are doing anyway.

“From a governing perspective, I don’t think it’s a major issue because stating how that money is being spent to improve the quality of teaching is something schools already do and boards are used to overseeing,” he explains.

For some, though, the templates reflect a big problem in education: “The idea of a template is unnecessary and another indicator of a wider issue of not trusting leaders and schools,” says Woodrow.

He notes, too, that the templates are “not well-designed” as they contain no space for research to be included and so will likely have to be reproduced anyway.

Perhaps more fundamentally, though, by being forced into a template approach, there is a concern that schools will lose the capacity and confidence to outline exactly why they have taken certain spending decisions when they don’t fit into a neat, prepared form.

“Previously schools had scope to choose how their strategy was presented and that allowed them to be innovative with that and make it clear what the impact was,” notes Edmonds.

This is exactly what Woodrow thinks: “We have worked hard to come up with the right forms and the idea that [templates] will be easier for parents and governors to understand does not make sense, as we explain them to our community and why we are making certain decisions.”

Overall, then, both major changes are a formalisation of what schools seem to have been doing anyway, and while there is no rebellion over the moves, many do see it as an unnecessary increase in paperwork to achieve something that is already happening. Not exactly the workload message you would think the DfE would be hoping to send out.

Dan Worth is senior editor at Tes
Winning a Tes award from the comfort of your own living room does have its benefits, says Helena Good, who was named FE teacher of the year in 2020. “I put on the dress that I would have worn with my slippers, and watched it with all the family on Zoom,” she says. “The lovely thing about it was that, normally, if you win something and you’re with seven other people who haven’t, you’re very aware of that. But when you’re at home, you can scream.”

This year, owing to the pandemic, the Tes FE awards will once again be hosted remotely. With so much excellence to highlight across the sector, we hope you will join us in

This year’s Tes FE Awards shortlist revealed

The Tes FE Awards are back – and, after the success of last year’s virtual event, the ceremony will be taking place online once again. Put your hands together for the individuals, teams and providers in the running for the 2021 awards

**Lifetime achievement**
- The winner of this award is announced on the night

**Apprenticeship programme of the year**
- Bridgewater & Taunton College
- Forth Valley College
- Gower College Swansea
- Grimsby Institute
- Hart Learning & Development
- Loughborough College
- Skills Training UK
- South Devon College

**Contribution to the local community**
- Bradford College
- East Durham College
- Leyton Sixth Form College
- London South East Colleges
- Morley College London
- Myerscough College
- New City College
- Queen Elizabeth Sixth Form

**Employer engagement**
- Activate Learning
- Bridgewater & Taunton College
- Cardiff and Vale College
- Chichester College Group
- City of Glasgow College, with Edinburgh College
- Hart Learning & Development
- Milton Keynes College
- The Manchester College

**Support for learners**
- Barnsley College
- Blackpool & The Fylde College
- Cardiff and Vale College
- Edinburgh College
- Gower College Swansea
- Lambeth College
- NPTC Group of Colleges
- Sandwell College

**Best teaching and learning initiative**
- Ayrshire College
- Bournemouth & Poole College
- Cardiff and Vale College
- Chesterfield College
- Chichester College Group
- Grimsby Institute
- Lambeth College
- West Suffolk College

**Outstanding GCSE resits provision**
- Barnsley College
- Bournemouth & Poole College
- Buxton & Leek College
- East Norfolk Sixth Form College
- New College Pontefract
- Stockton Riverside College
- St Brendan’s Sixth Form College
- USP College

**FE leader of the year**
- Sally Dicketts, Activate Learning
- Simon Pirotte, Bridgend College
- Nick Burnham, Cardinal Newman Sixth Form College
- Shelagh Legrave OBE DL, Chichester College Group
- Stuart Rimmer, East Coast College
- Lee Pryor, Luminate Education Group (Leeds City College)
- Em Lowe, The Bedford College Group
- Mouhssin Ismail, The Newham Collegiate Sixth Form Centre

**WorldSkills hero**
- Cyber Security and IT team, Cardiff and Vale College
- Nicola Grant-Rees, Gower College Swansea
- Fitness team, HSDC
- Jade Kidd
- Jane Benefield, Moreton Morrell College
- Colin Galley, New College Durham
- Carolyn King, South Eastern Regional College
- Team HB, Southern Regional College
dusting off the glad rags and raising a glass in celebration. Today, we can reveal the shortlist of those following in Good’s footsteps – here’s to screaming the house down when their names are announced at this year’s ceremony.

“Further education providers have excelled in what has been a truly challenging year, and the amazing individuals, teams and institutions on our Tes FE Awards shortlist showcase that,” Tes head of FE Julia Belgutay says.

“Our judges were highly impressed with the calibre of entries and I want to congratulate everyone who has made the shortlist – it is a brilliant achievement.”

To register to watch or to find out more information, visit tesfeawards.co.uk

### Outstanding use of technology in delivering remote teaching and learning
- Basingstoke College of Technology
- ELATT
- Grimsby Institute
- Milton Keynes College
- Oldham College
- The Deaf Academy
- Weston College
- West Highland College UHI, North Highland College UHI and Inverness College UHI

### Teacher of the year
- Charlotte Perchard, Big Creative Academy
- Esther Wilkey, Bradford College
- Jose Bravo, Christ the King Sixth Form
- Paul Sparkes, Grimsby Institute
- Andreas Anastasi, Hertford Regional College
- Jack Maude, Milton Keynes College
- Anthony Gascoigne, North Hertfordshire College
- Vicki Banks, Walsall College

### Sixth-form college of the year
- Birkenhead Sixth Form College
- Cardinal Newman Sixth Form College
- Hills Road Sixth Form College
- Newham Collegiate Sixth Form Centre
- Peter Symonds College
- Rochdale Sixth Form College

### FE college of the year
- Barnsley College
- Cardiff and Vale College
- Chichester College Group
- Exeter College
- Fife College
- London South East Colleges
- Myrscough College
- Weston College

### Adult and community learning provider of the year
- Norfolk County Council Adult Learning
- North Warwickshire & South Leicestershire College
- Richmond and Hillcroft Adult and Community College (RHACC)
- Sutton College Adult Education
- WEA
- Westminster Adult Education Service
- Weymouth College

### Training provider of the year
- ELATT
- Fashion Technology Academy
- Learning Curve Group
- Open Study College
- Robbie Fowler Education and Football Academy
- The Skills Network

### Professional services team of the year
- Dundee & Angus College
- Fife College
- Grimsby Institute
- Hills Road Sixth Form College
- Milton Keynes College
- Moulton College
- North Hertfordshire College
- Waltham Forest College

### FE college of the year
- Barnsley College
- Cardiff and Vale College
- Chichester College Group
- Exeter College
- Fife College
- London South East Colleges
- Myrscough College
- Weston College

### Specialist provider of the year
- Derwen College
- London South East Colleges

### Overall FE provider of the year
- The winner of this award will be chosen from the winners of the FE college, training provider, sixth-form college, adult and community learning provider and specialist provider of the year categories and announced on the night.
10 questions with...

Ruth Davies
Ruth Davies is coming to the end of her term as president of the NAHT school leaders’ union during a year like no other, in which the impact of the Covid crisis transformed school life.

She has been involved in education for more than 30 years, having begun teaching in 1986. As well as being a primary school leader, Davies, who has twice been president of NAHT Cymru, is headteacher of Waunarlwydd Primary School in Swansea, where she has been since 2002. She has also worked for a local authority literacy team and as a peer inspector for Estyn, the inspectorate for Welsh schools.

Here’s how she fared when faced with Tes’ 10 questions...

1. **Who was your most memorable teacher and why?**
   My English teacher, Mr Holcroft. He taught me to think for myself. When I look back, the people who had the greatest influence on the younger version of myself are those who made me feel bold about exploring my own ideas, and not having to conform and be like everyone else. And Mr Holcroft, who was my English teacher at high school, did exactly that.

   It’s funny: you look back much later in your life and its only then that you can pick out the differences that individuals have made to you. I loved English and philosophy. They were my favourite subjects and it so happened that he taught them.

2. **What were the best and worst things about your time at school?**
   I loved my time in school, I really did.

   Like everybody else, I enjoyed the social aspect but I enjoyed the academic aspect as well. I did what was expected of me. I guess the timetabling and the routine were the worst bits for me because I felt my wings were clipped, and the best bits were just that I was lucky to have some fantastic teachers.

3. **Why do you work in education?**
   I strongly believe in the public sector and my move into education rolls on from there. Education teaches an individual two things: it teaches you the value of your own thought and the rights of everyone to be included and to feel of equal value at my school, has been my proudest achievement.

   I’m a very open sort of person; I will think out loud. But it took me until I was about 50 to realise that you don’t have to say everything that comes into your head; that there is such a thing as a filter and, sometimes, a filter isn’t a coward’s way out – sometimes it helps you, actually, in the longer term. If I’ve got a regret, it’s maybe that I could have found that out a little bit earlier.

4. **What are you proudest of in your career and what do you regret?**
   There is not a single thing in the whole of my career that I have achieved on my own. There are things I have led on, initiated and driven forward – increasingly so through school leadership, headship and mature headship – but I can honestly say there isn’t a single thing I have achieved that I could have done on my own. It is the teamwork element of all those achievements that has brought longevity to those outcomes.

   So, I think crafting a team, a group of colleagues around me at all times, who shared my passion for the rights of the learner and the rights of everyone to be included and to feel of equal value, has been my proudest achievement.

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5. **Who would be your colleagues in your perfect school staffroom?**
   I’d have to say my current staff and pretty much everyone I’ve worked with. It would be people who made me think, who made me laugh and who challenged me in terms of my established practice because, once you get to my age, you are pretty much fully formed. It takes a lot, sometimes, for you to really challenge your core beliefs because they’ve always worked.

   If I had to name two people beyond that, I guess it would be my own kids, Joe and Alice. Neither of them are teachers – they’re both medics – but they make any room they are in a brighter one. They make me laugh, they challenge me every day and inspire me.

6. **What would you say are the best and worst aspects of our schools system today?**
   The very best systems are ones that are responsive to the nurturing of the learner’s voice as an absolute central premise of its whole machinery, not as an addition or optional extra.

   The very best of our systems are ones that don’t just have a barren, narrow-minded, knowledge-led curriculum but ones that recognise the needs of the whole learner.

   To be really great going forward, we need to think that we’ve had to adapt in the period of crisis, we’ve had to adapt the way our children are tested, examined and held accountable, and ask ourselves: are we any the worse off? Have schools suddenly flopped? Have these organisations stopped being effective and responsive?

   If anything, we could argue that, actually, they’ve probably been more efficient than ever before. So we need to be brave about looking at the systems that we’re about to reimpose in a whole new landscape and say, "actually, we didn’t think they were of value and worth before; why would you want to repeat them again in a post-Covid landscape?" Is this our opportunity to reimagine, in a transformational way, the whole landscape of education?
One is necessarily influenced by the other in a way that isn’t always in the best interest of the population who are actually in school.

My wish list for 21st-century Britain is that we see a school system that becomes more and more divorced from the political system, which is subject to change every five years. As we know, what we need as professionals is a longer run at things, we need a longer proactive plan that is not harnessed and tied to any particular ideology, which can change.

9. What will our schools be like in 30 years?
The best-case scenario is that we have a school system where, as I said, the learners are helping us to make the decisions, because they are living the life that we think we know about but we don’t. I don’t know what it’s like to be a 15-year-old in 2021. Only people with that lived experience can actually come forward with the solutions, so we have to find systems that are responsive to that voice.

If we don’t make these changes, then my biggest fear is that schools become very barren, very mundane, very uncreative places.

10. What one person do you think has made the most difference to our schools in the past 12 months?
I should be able to reel off names of political figures to you, here, who should have been there to support our schools. Ultimately, when our schools needed them, they let them down – they let them down big time. They either gave wrong advice, no advice or hugely fractured advice. I’m hugely disappointed in the way in which schools have been let down by the people who you might have expected to be able to rely on.

In terms of who has made the greatest difference, it’s got to be our school staff across the three nations that we represent [England, Wales and Northern Ireland]. At times, when they could have easily looked left and right, they just kept their heads down, they’ve ignored the negative press and the unhelpful publicity and carried on in spite of, not because of, government. They’ve not stopped in their efforts to ensure that their pupils and their families emerged from this crisis as well protected as they possibly could have.

So, my big shout out would be to school staff across the three nations, who have done a phenomenal job of just keeping on keeping going.

Interview by Tes reporter John Roberts

7. Your own teachers aside, who in education has influenced you the most?
I’ve got so many colleagues whom I’ve taught with; colleagues who were there as mature headteachers when I came into leadership, colleagues from across the country through my work on the national executive of the NAHT. I have been hugely influenced by so many of them.

But in the middle of all that, there was one person who was really a constant, who was there when I got my first leadership post and who acted as a mentor.

He didn’t come from education and yet he challenged me – more than any adviser ever has, more than any inspector ever has – to justify why I thought what I did.

He would be incredibly honest with me behind closed doors but just as hugely supportive of me out in the wider arena. He supported me 100 per cent to take those risks, to test new waters, and not to be afraid of failure. That was my chair of governors, Allan Rees.

Allan sadly died last year. His contribution to my school was just phenomenal. He was a very, very dear friend. He was my sharpest critic as well, but my strongest advocate.

8. If you became education secretary tomorrow, what would be the first thing you’d do?
My ambition would be to divorce the school system from the political system. They don’t make healthy bed partners. One is necessarily influenced by the other in a way that isn’t always in the best interest of the population who are actually in school.
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More than bricks and mortar

If the pandemic has taught us anything, it’s that what makes a school a ‘school’ is not the building its staff and students occupy but the culture and values they embody, says Fionnuala Kennedy >
The notion of "school" is something everyone understands. No one ever asks me what I do as a teacher, because they went to school and had teachers themselves. We all therefore know (or think we know) what schools look, smell and sound like. Our children go to school, too, and so we experience all over again our understanding of the "schoolness" of schools.

But, for what have become very obvious reasons — over a much longer time than any of us would have wished for — we have all had to reassess our idea of "school". School has become the kitchen table, the spare room, the makeshift desk in the shared bedroom. And so, without children in our schools, educators have been thinking about what schools truly are.

If schools are no longer defined by buildings or physical structures, if they are not about gathering together young people under one roof, if they are not about noise and bustle and shared activity — then what are they? And what is teaching, if the freedom we once had to roam the classroom, to crouch beside the struggler, to eyeball the transgressor or step into the space of the sad and support them, has been temporarily taken from us?

When you take away the shell, what remains at the heart of a school? In my view, it is its culture, and a school that can create an active, thriving culture will therefore continue to thrive through any pandemic, no matter how lengthy, because each student — despite sitting individually and separately in their own bedroom as they learn — is still at school. They instinctively understand and feel what being part of that school means and what the corresponding values-driven expectations of them are.

In A Manifesto for Excellence in Schools, by academics chief executive Rob Carpenter, we read: "Learning is inherently a social process, so as a school, improvement is dependent on working together. When learning is social, we unlock our own and each other’s creativity, are motivated because great work is done together, and grow stronger because of the interdependence we have on each other’s ideas, generously shared and valued."

As a manifesto for a staff body, that’s pretty powerful. But as a manifesto for a classroom, it’s nuclear. It sums up that each of our classes is a small, interdependent network of people, sharing and valuing each other’s ideas in order to improve.

And, if learning is social in this particular way, then the creation of an atmosphere and learning identity for each of our classes — the building of that team — is crucially important. We’re not just teaching a set of individuals who happen to be in a group together because we can’t afford to educate everyone individually, as this country’s fixation with differentiation might lead us to believe.

Rather, the strength lies in the very fact of the group itself, and it is therefore our job to find out how that group will tick, how it will work together toward that "interdependent network of people" of which Carpenter writes.

Perhaps this is why, famously, John Hattie’s research on class size led him to the conclusion that it makes little to no difference: because it is the group atmosphere, the joy of learning created by the teacher who loves teaching, that counts — not how much individual attention is given to them.

**Shared endeavour**

This doesn’t mean we shouldn’t be encouraging independent learning — quite the opposite. Instead, the group dynamic is created where the notion of individual exploration is encouraged — is the very air that is breathed — with everyone buying into this shared endeavour.

For example, differentiating our questions as practitioners, so that individuals are catered for, is often considered the holy grail. But how much more effective would it be to create a questioning culture? If students are encouraged to ask questions of each other, without it seeming uncomfortable or awkward; if they are accustomed to your responding with, "Well, what do you think?" when they ask you a question; if they are used to your reframing their questions with, "Is there a better question you could ask here?"; if — even better — they are used to your writing one word up on the board and then asking, "What am I going to ask you about this?" — all that builds toward a shared culture of questioning and curiosity.

And this creation of a shared culture has to be more important now than ever because, without physically being together, we needed to hang on to the feeling of learning as a social, human feeling. We couldn’t always be with each other but we could absolutely keep the culture of each of our individual classes — and thus the culture of our schools — alive.

As author Robert Pirsig says in his book Zen and the Art of Motorcycle Maintenance: "If a factory is torn down but the rationality which produced it is left standing, then that rationality will simply produce another factory. If a revolution destroys a government but the systematic patterns of thought that produced that government are left intact, then those patterns will repeat themselves... There’s so much talk about the system. And so little understanding."

Schools are not buildings. They’re not people factories. They’re patterns: they’re systematic patterns of thinking and learning and being together. If we can establish, as part of a culture, the systematic pattern of thinking that teaching and learning is about joy and curiosity, questioning and wonder, then that will remain, whatever the circumstances.

And then (perhaps even more crucially, looking at what is happening in our world today) it must be our duty to establish a culture that looks to those young people’s later lives, and the contributions they will go on to make to their own communities and to society more generally. It is our job not just to help them to learn but to help them to develop an inner compass of values to guide them — a compass they develop because of
their school and then take with them, instinctively, for the rest of their lives; values of integrity, of self-belief tempered by humility, of strength that is equated with compassion. We must equip those of our young people lucky enough to have access to outstanding education with what they will need, not just themselves to thrive and to be happy and successful but to allow others to do so, as they look to shape a more equitable world for all.

**The Slinky toy**

I have been reading a book called *Thinking in Systems: A Primer*, edited by the Sustainability Institute, which brings together – posthumously – the work of an environmental scientist called Donella Meadows. It’s about finding patterns in scientific research and thinking that help us to consider the communities we lead and live in.

In it, Meadows writes this: “Early on in teaching about systems, I often bring out a Slinky. In case you grew up without one, a Slinky is a toy – a long, loose spring that can be made to bounce up and down, or pour back and forth from hand to hand, or walk itself downstairs.

“**I perch the Slinky on one upturned palm. With the fingers of the other hand, I grasp it from the top, partway down its coils. Then I pull the bottom hand away.**

“The lower end of the Slinky drops, bounces back up again, yo-yos up and down, suspended from my fingers above. ‘What made the Slinky bounce up and down like that?’ I ask students. ‘Your hand. You took your hand away,’ they say.

“So I pick up the box the Slinky came in and hold it the same way, posed on a flattened palm, held from above by the fingers of the other hand,” Meadows continues. ‘With as much dramatic flourish as I can muster, I pull the lower hand away. Nothing happens. The box just hangs there, of course. ‘Now once again. What made the Slinky bounce up and down?’”

The answer to Meadows’ question clearly lies within the Slinky itself. The hands that hold it release some behaviour that is latent within the structure of the spring. And that is what a school really is. It’s first of all that guiding hand: the hand that shapes each spring within a shared culture, so that it develops within each and every student who attends our school, and then stays within them as they step out into the wider world, away from our direct guidance.

While they are in school, they have the benefit of our guiding hand. But, eventually, we must let them go – releasing them, just like those Slinkies – and trust that they will propel themselves with purpose and energy, going on to think, explore and behave to others in the ways their school culture has encouraged them to.

Fionnuala Kennedy is head of Wimbledon High School, part of the Girls’ Day School Trust
Exclusions: what’s really happening?

Anecdote and opinion dominate debates about children’s exclusion from school. But what does the evidence say about how we should approach this divisive issue? Loic Menzies and Abi Angus attempt to get to the bottom of what we know about exclusion, whom it affects and why.
The children’s commissioner absolutely wants to see exclusion down to nothing and off-rolling not happen, and to do that we need to work with the entire profession.”

When Rachel de Souza uttered this sentence last month within weeks of being appointed children’s commissioner, a familiar battle re-emerged on social media and in staffrooms. The old arguments for and against exclusion were rolled out once more, with the same people on the same sides they had always been on. No one was changing their mind.

Many of these arguments can feel frustratingly hollow, with anecdotes and selective statistics trumping research, data and genuine engagement with the stories of young people affected by the issue. And then, as always, the issue will remain unresolved, and gradually shift back to being an unspoken undercurrent pulling at the discussions around behaviour and schools.

This endless cycle never gets us anywhere and leaves everyone involved worse off. So, as part of their new book, Young People on the Margins, Loic and Sam Baars decided to focus a chapter on exclusions to try to establish what we actually know about who is excluded, why they are excluded, what happens to them and what the best evidence suggests we should do next. What follows is an abridged version of that investigation.

Finding a truer picture
It is useful to begin with the data on the number of pupils that exclusion affects, but it’s important to be aware that it does not tell the whole story.

Efforts to quantify and analyse school exclusion have traditionally been based on official fixed-term and permanent exclusions – figures that can easily be found in government statistics. The numbers show a gradual fall in the percentage of pupils excluded each year between 2006-7 and 2012-13. The trend was then reversed, and in 2016-17 the permanent exclusion rate was broadly similar to a decade prior (at 0.1 per cent).

In the next two school years, this remained static. For fixed-term exclusions, meanwhile, the rate increased in 2017-18 (from 4.76 per cent the previous year to 5.08 per cent), and rose again in 2018-19 to a rate of 5.36 per cent.

So, in the latest official data we have, there were 7,894 permanent exclusions across a school year and 438,265 fixed-term exclusions. However, this does not fully quantify the number of children affected by exclusion, which can have a ripple effect across a school community, both positively and negatively. And the figures are unlikely to be a true reflection of the number of children leaving a school.

Over the past few years, Kiran Gill, the founder of The Difference (a programme to improve alternative provision and reduce exclusion), has sought to gauge the extent of “unofficial” exclusion.

Her approach has been to combine data from a range of sources, including freedom of information requests, surveys and analysis of school inspection reports. Based on this extensive detective work, she points out that 48,000 pupils were educated in the alternative provision sector in 2016-17 and that this is five times the annual total of formal exclusions in that year.

Meanwhile, Education Datalab has used England’s National Pupil Database to track pupils’ moves between institutions. This approach revealed that in 2017, 22,000 pupils left mainstream state schools at some point between Year 7 and Year 11, but were not recorded in state education again. Some of these pupils will have moved to other home nations, independent schools or other destinations, but not all – so where are all these pupils going?

It appears that while permanent exclusion officially occurs in roughly one in three schools, it happens unofficially a lot more frequently. Although unofficial exclusion may sound like a euphemism for illegal exclusion, this is not the right way of thinking about it, as there is a considerable grey area: managed moves.

These take place when parents and schools agree for a child to have a “fresh start” in another school; they have long been presented as a preferable alternative to official exclusion. Despite this, managed moves can quickly stray into the realm of the illegal if parents are pressured to accept a move as an alternative to formal exclusion.

A more incontestably unethical exclusionary practice is pre-exam “off-rolling”; in other words, removing pupils from the school roll in advance of national exams to boost the school’s position in league tables. Evidence of such practices comes from an analysis by Philip Nye and Dave Thomson. In their Who’s Left research, Nye and Thomson showed that between Years 7 and 11, an estimated 7,000 young people across the country “disappear”from their school roll each year. Nye’s earlier research also revealed that some schools’ league table positions were considerably improved as a result of pupils leaving the roll.

So that is the what – how about the who?
Which groups are most likely to be excluded, officially or otherwise?

People usually focus on demographics. This approach is important in revealing over-representation and systemic marginalisation, whether that be in relation to disparities between ethnic groups or
the failure to adequately provide for pupils with special educational needs and disability (SEND). However, it also misses many of the common factors that can point us towards solutions.

As Loic and Sam argued in a 2015 report for the Inclusion Trust: "Pushed-out learners may fall into any number of categories, whether in care, with special needs or in poverty, but these, and any other label attached to them, matter less than the common factors that act as a barrier to their inclusion."

What are those barriers? Primarily: gaps in basic need, generally linked to poverty, such as food, safety, shelter, sleep, and basic love and care from parents or carers; a lack of typical or expected social skills (such as emotional literacy or attachment challenges), which can make it hard for them to comply with school expectations; and a lack of basic academic skills, often compounded by undiagnosed SEND – such as difficulties with speech and language, numeracy or literacy.

You will notice that, thus far, we haven’t mentioned behaviour. That is because the best evidence we have suggests that much of the behaviour that will lead to exclusion stems from the factors explored immediately above. Persistent challenging behaviour is a symptom of other needs and factors, so focusing on the behaviour doesn’t help us to find solutions – we need to look at the why, not the what.

Admittedly, the above “facts” are drawn from an imperfect dataset, but it does give us a more accurate portrayal of what is happening than anecdote or the experience of a single school or multi-academy
trust. And if we look at this data, we can come to a number of conclusions:

- Exclusion is happening much more than the official statistics suggest.
- The reasons for exclusion are much more complex and interconnected than is often stated.
- We should look beyond demographics and examine the underlying factors.

The big question we come to now, of course, is whether exclusion is a necessary part of the education system. Unfortunately, you won’t get a clear evidence-based answer here: individual exclusions would need to be looked at on a case-by-case basis. What the research can tell us, though, is the estimated cost of being excluded.

This can be seen in terms of personal cost: how exclusion makes young people feel. Chris Henwood, the co-founder of Foundation Futures (an alternative education provider that supports excluded young people to re-engage with education), sums up the qualitative research in this area: “This is from their mouths...they feel excluded, forgotten about, tossed on the scrapheap, nobody gives a toss about them...What these young people feel is that they’re not worth anything, nobody cares, they can’t fit into an academic classroom so they’re turfed out and just pushed aside, and they haven’t got a voice at all.”

We can look at this in terms of an actual cost, too. Estimates suggest that the cost of school exclusion amounts to at least £370,000 per pupil. However, such estimates should not be given too much credence, since most analyses of the social cost of exclusion are correlational – in other words, they highlight the link between exclusion and factors such as joblessness or incarceration.

That said, we do know that exclusion is linked with several “costs”:

**Qualifications**

Most young people who are excluded are not enrolled to take two core GCSEs in English and maths, and only 1.5 per cent of students in local authority alternative provision achieve good GCSEs in these subjects. Meanwhile, in one study, nine out of 10 young people who had never been excluded achieved level 2 qualifications by the age of 20, whereas only three in 10 excluded young people did so. This is hardly surprising given that pupils in alternative provision are twice as likely to be taught by an unqualified teacher, and twice as likely to be taught by a supply teacher.

**Employment**

A lack of qualifications has a knock-on impact on employability. In 2018, the Department for Education published data on young people not in education, employment or training (Neet), looking at the characteristics of those who had been Neet for a year in the three years following key stage 4. The report showed that only about one in 20 young people from this cohort were Neet for a year, but the proportion rose to one in four when looking at young people who had attended a pupil referral unit (PRU) or alternative provision.

**Criminality**

Many of the risk factors for youth violence or criminality overlap with risk factors for exclusion, so it is therefore not surprising that nearly two-thirds of prisoners in a 2012 Ministry of Justice study reported having been temporarily excluded when at school and nearly half had been permanently excluded. In truth, we don’t have enough evidence to know how far one causes the other.

**Health**

This area is similarly difficult to unpick. But what we do know is that exclusion can increase the risk of long-term psychiatric illness, with research from the University of Exeter showing that young people excluded from school were not only more likely to
question, then, is: how can we best prevent exclusion and how can we mitigate negative effects if exclusion does happen?

So, can the research help here? In their book, Loic and Sam present three approaches to supporting pushed-out learners that can minimise the damaging impact of exclusion.

1. **Bringing pushed-out learners into the mainstream structure**

   This has several components. First, it is about creating a safe, well-structured environment, but also about not seeing the factors contributing to poor behaviour as excuses. In other words, investigating and understanding the causes of behaviour to identify the most appropriate response, without allowing these reasons to make the poor behaviour acceptable or excusable.

   Second, we need to work towards identifying a "hook" that is a domain in which a young person at risk of exclusion is successful. This can then provide a means of re-engaging them. Importantly, hooks should draw young people in, rather than channel them towards an alternative education experience.

   And lastly, upskilling teachers in SEND, expanding home-support services and better links with safeguarding and mental health agencies would all help – though an uptick in school and social care budgets would be needed to achieve this.

2. **Innovating within the mainstream structure**

   There are elements of innovative practice that could play a role in bringing pushed-out learners back into the mainstream. These include closer links to employers to create more opportunities for "real-world" learning, as well as nurture classes, in which small groups of vulnerable pupils follow a tailored or adapted programme that helps them access the mainstream (an approach that should be used with caution given the mixed evidence base).

   Resources permitting, schools can also move beyond their traditional remit by employing or commissioning specialist school-based mental health services or providing support to pupils’ families and communities. A famous example of this approach is Harlem Children’s Zone, which takes a holistic approach to supporting young people by providing a range of services that meet the local community’s needs. This support takes a variety of forms including after-school clubs, employability support and extra staff trained to provide academic support and mediation when needed. The approach has since been brought to the UK, notably through the Reach Children’s Hub in London.

3. **Working outside the mainstream structure**

   Partly, this is about better oversight and acknowledgement of the alternative provision sector, alongside better funding and training so that it can thrive. But also, this is about a PRU being a partner, not a destination. Exclusion should not be a one-way street, and alternative and mainstream providers need to establish closer links.

   Mills and Thomson were commissioned by the Department for Education to research good practice in the use of alternative provision, and – based on extensive interviews with teachers across both sectors – they concluded that close links and communication are critical. They set out extensive guidance for the improvements schools could make in this area.

   AP providers considered that referrals worked best where full information about the circumstances of the referral were disclosed up front; where they were able to get comprehensive information on the pupil’s background and prior attainment; where any SENDs were already identified or identified early in the transition; where there was a gradual or phased introduction to the AP setting; and where the pupil’s parents or carers and mainstream school remained closely involved.

   Mainstream schools should build up relationships with high-quality providers and work together to prepare a “soft landing” for pupils once they arrive in AP. This could include a phased transition, pre-visits (involving parents where possible) and sharing information (not just about curriculum and where a pupil has reached in their studies, but also their interests and hobbies), so they can be made to feel at home.

   Discussions about exclusion are so often oppositional and based on flimsy evidence, so our hope is to bring an evidence base to the matter so that we can begin to treat the issue in a much more informed way. Exclusion is sometimes necessary and, in some cases, it is in the interest of the young person. However, we clearly need far closer examination of the reasons why a young person might be excluded – not because this provides a reason for not excluding them, but because it offers clues as to how to avoid needing to exclude them. And in the end, that really is what everyone in education wants to see, if we can find a way to make it possible.

Loic Menzies is the former chief executive of, and Abi Angus is research associate at, the Centre for Education and Youth. This article is an abridged version of a chapter in Young People on the Margins, the latest book by Loic and Sam Baars.
Homeschooling opened many parents’ eyes to the value of teachers’ expertise. So, how do they do it? Lorna Shires says it’s to do with the unique ways they are able to improve the practice of others.

As parents struggled with homeschooling during lockdown, many sung the praises of their children’s teachers on social media, admitting that good teaching requires knowledge, talent and wisdom. In short, they realised that it demands expertise.

But how are expert teachers developed? The study of expertise is a relatively new discipline that revolves around three distinct philosophical approaches.

● First, is expertise judged in terms of the expert’s knowledge or is it better to analyse it in terms of its features, for example, in the form of an effectiveness checklist?
● Second, is an expert someone who has passed some kind of test to prove their expertise – for example, a master’s degree – or have they passed through certain stages of experience to become an expert?
● Last, is expertise better understood through a single idea or an understanding of several factors because of its complexity?

These ideas have shaped the way that expertise has been researched and understood. But the ultimate question remains the same: how does someone become an expert and how can we identify them as such?

While the term “expert teacher” has become increasingly popular in the past five years, teacher expertise has not often been directly researched. Instead, expert teaching has been described in terms of general accounts of expertise that have been applied to teaching.

The two most influential studies of expert teachers – by David Berliner, and another by John Hattie – date from the early 2000s. Both describe what teaching looks like to an outsider rather than looking specifically at what really great teachers know, do and why they teach the way they do.

Of the more general research that has been applied to teachers, Hubert and Stuart Dreyfus have been influential: the brothers – one a philosopher and the other an engineer – were interested in thinking through what it is that humans can do that computers can’t in reference to artificial intelligence. They developed the idea of the novice-expert continuum and the notion that expertise is a five-stage process of skill acquisition (from novice to competence, proficiency, expertise and finally mastery). Their work forms the basis for many who have since spoken about the difference between experts and novices.

The brothers’ view is that an expert performs a skill without thinking about it, rather like “muscle memory” or driving and not being conscious of changing gears. In a classroom, it can be identified when a teacher “just knows” how to collect in the homework or get the attention of the whole class.

Then there is also the work of K Anders Ericsson, a psychologist who in the 1980s...
A teacher-expertise reading list

- Ericsson, K A and Pool, R (2016) *Peak: secrets from the new science of expertise* (Bodley Head)
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developed the concept of “deliberate practice” (which Malcolm Gladwell popularised as the concept of 10,000 hours’ practice to become an expert). He argues that expertise develops in a narrow set of conditions: very focused practice on a skill from a domain that has explicit agreement of what success looks like, and drawing on feedback to improve performance of the skill.

His work has become increasingly referenced in relation to pupil learning because there seems to be an overlap with ideas such as spaced and retrieval practice. This has led us to the current understanding of teacher expertise as fast and fluent pedagogical decision making.

Problems in the details

It is all very interesting, even helpful, but does any of this actually get close to describing true teacher expertise? However useful and widespread we find these ideas, there are key issues about expertise that are not addressed by such psychological, performance-based accounts.

And there are all sorts of problems in the details. Most of all, the thing that general accounts of expertise do not address when applied to teaching is the key difference between teaching and many other activities: teaching has an object. By definition, teachers teach something to someone.

So, how about we look at it this way: expert teachers have identified that their prime task is to bring their students into relation with the subject matter of the curriculum through the tasks that they design. Teacher expertise, therefore, involves bringing students into a relationship with the knowledge being taught. So teacher expertise involves subject knowledge, as it is framed in the curriculum, as well as knowing students and forming positive relationships with them so that there is a productive classroom environment.

In these terms, expert teachers have a particular form of expertise first identified by University of Oxford professor Anne Edwards: relational expertise. What is it? Think of it as the way teachers work with what matters about the subject content of the curriculum and what matters to their students. What is particularly exciting about framing expert teaching in terms of relational expertise is that it offers ways of understanding what they do that could be used to improve the practice of others.

For example, expert teachers are concerned with how their students relate to the subject matter of the curriculum, so this shapes the way they teach. They want pupils to understand and be able to do something with the knowledge. This shapes the teaching: the students are taken through a process of getting to grips with and piecing together key ideas from the subject; the teacher plans their teaching so that students are first presented with the key concepts that are stripped back, and then the teacher layers them back up, adding in detail and precision over time.

The relational expertise of expert teachers also shows up in their concern for the future agency of their pupils – the idea of wanting students to love the subject and see the world differently through it. This means that expert teachers plan, teach and think about their teaching in terms of how they can bring the student and the subject matter of the curriculum together in their lessons.

As you can see, through this filter, we can unpick expert teaching.

Interestingly, it seems that relational expertise is expressed through a unique feature of teacher talk: the metacommentary. A metacommentary is like the voiceover narrator who explains the action in a television show. It is a second strand of talk alongside the main teacher talk of the lesson, which explains what the main talk means. It takes the form of a continuous monologue, a “golden thread” running alongside all other aspects of teacher talk, such as questions and instructions. It is how expert teachers make their pedagogical decisions explicit to their students.

They do this by deconstructing their practice for students during the lesson, so that they understand the purpose of the tasks asked of them and why it is important to them as a student learning the subject. Expert teachers say things such as “The reason I want you to do this is because...” or “This task will help you to...”

So, in discussions about teacher expertise, I believe relational expertise should be a key component of our thinking. It recognises that teachers work with both their students and the curriculum, and together the teachers and their students focus on their shared, complex practice of learning in a lesson.

Put simply, expert teachers use their relational expertise to bring out the best in their students.

Lorna Shires is a former headteacher, a principal lecturer in initial teacher education at Oxford Brookes University and a doctoral student.
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Old dogs can learn NQT tricks

Don’t bristle when the newbie chips in with a new idea or criticism – even experienced teachers can learn from those trained in the latest pedagogies, finds Nikki Cunningham-Smith

The early career teachers have arrived and, after a short period learning their craft, they’re reporting for duty at the chalkface. They’re fresh faced and full of wonder. Barely a battle scar on them.

At the whole-staff Inset, the usual experienced staff are happily raising their hands to respond to questions. They’ve been in teaching a while and are confident in their opinions. But what is this? A new hand in the air? Not just any new hand, but that of an individual who is new to the trade? What on earth have they got to offer when they are barely out of teacher training?

If we’re honest, we have all succumbed to a fleeting thought of this type when an eager newcomer has offered their thoughts. As with any career, there is a perception that you have to earn your stripes before you pipe up.

I have learned not to see things that way. I believe that even the most seasoned professionals can learn from newbies.

There is good reason to listen to them. The new arrivals in the profession are more likely to be up to date on new teaching pedagogies, the latest research, innovations and technology. And they have had the time and opportunity for the pedagogical exploration that comes with teacher training. Yes, sometimes it is the case that the same old theories come back around, but there can also be new perspectives that are invaluable to any member of staff, regardless of experience.

That said, is it possible for leaders to facilitate the sharing of insights from new teachers without upsetting more experienced members of staff? In my opinion, yes. Training triads are a good route to take. This is where training opportunities are delivered by grouping three teachers of differing experience and expertise, and allowing them time and space for in-depth discussion. Likewise, forums and steering groups offer spaces where discussion can flow without pressure, allowing those who feel they have something to offer to do so in a non-threatening environment.

Essentially, it is about creating spaces where views are shared, not dictated to others. We want schools to be environments where everyone, at whatever level or stage of their career, feels confident to contribute, and where the viewpoints of all are considered valid and valued. While this won’t banish feelings of being put out when the NQT questions a practice you hold dear, it will at least lessen its impact and help you put a more positive framework around it so you can discuss those concerns or criticisms rather than simply feel attacked.

If we manage to do that, then schools can be places for the vibrant exchange of ideas, not hierarchical systems where change is seen as a threat, not an opportunity. Nikki Cunningham-Smith is an assistant headteacher in Gloucestershire.
Sensing that young people are increasingly losing faith in the future, David Alcock set about putting negative media reporting into perspective by showing students that, historically, things are actually getting better.

I began to hypothesise that if improvements in social, economic and environmental domains had a higher profile in schools, then this might improve young people’s sense of hope for the future.

So, what does hopeful education look like for students?
The overall aim is to encourage pupils to evaluate the progress that humankind has made, and ask them to believe in the capacity of humanity to see us through our challenges and find ways of being part of that response.

We knew we wanted to ensure that pupils were at the heart of the discussion, but also that teachers were there to help them to evaluate evidence and respond to it. We decided a cross-curricular approach was the most powerful option, and that collaboration with pastoral and counselling staff, as well as academic staff, would be key.

So, working with fellow Bradford Grammar School teacher Sam Haslam and a cross-curricular team of colleagues, we came to the conclusion that the vehicle for this would be an immersive day for Year 10 that would allow students to be freed from conventional subject-based restrictions. We called it Grounds for Hope.

How did it go?
A week before the day, a survey was sent to all Year 10 students, which revealed that they were more worried than hopeful about almost all global issues, and that most of them underestimated the progress that had been made in these areas. There was also evidence for an “optimism gap”: most respondents were more hopeful about their own futures than they were about the future of the world.

So on the day, a team of teachers ran talks and workshops aimed at giving the students grounds for hope. For example, we offered evidence that many of the issues they feared the most had either improved or, like terrorism, were reported by the media out of all proportion to their actual frequency.

We were careful not to dismiss the young people’s worries, and we acknowledged that all the issues, especially climate change and inequality, deserved further examination.

We also asked students to critically analyse the news media and how it is consumed (many were familiar with “doomscrolling”).
We looked at how the news often highlights unusual, dramatic events at the expense of more gradual developments.

In addition, we covered some of the cognitive biases that stand in the way of a balanced worldview.

The students then entered a carousel of sessions, looking at topics including: the role of social reformers, scientists and activists; how labour-saving devices have facilitated social transformation; and how music, prose and poetry can foster hope.

Students also undertook a future histories exercise, where they imagined themselves in 2050 and wrote about how certain transformations, such as the race to net-zero carbon emissions, came about.

**What was the impact?**

Before the day, 58 per cent of the students were either “somewhat worried” or “very worried” about “the state of the world”. In the post-event survey, this had shrunk to 27 per cent. The optimism gap had also narrowed significantly: students’ sense of hope for the future of the world became more closely aligned with that for their personal lives.

In follow-up discussion groups, participants were able to draw upon a wide range of conceptions of development and progress. I believe – although this is harder to measure – that the students will be able to focus on climate change and other global challenges with a more keenly developed sense of agency than they had beforehand.

**What advice would you give to other schools looking to take a similar approach?**

Spend time truly listening to students: find out what worries and hopes they have, and then tailor your activities around them.

Vary your activities in terms of content, delivery style and so on, too, and consider running a half day or a series of days rather than a full day.

Most of all, use the strengths and enthusiasm of your staff and students in designing the sessions, and engage them in follow-up surveys and discussion groups. 

David Alcock is a geography teacher at Bradford Grammar School and a PhD student at the Institute of Education. He tweets @HopefulEd and @DavidAlcock1
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Predictions are rife about the long-term digital transformation of education, so we should work out what we want to change and why, writes Alex Quigley.

Lockdown prompted a technological awakening in schools and many now seem eager to see that continue. But do we actually know what has worked and what hasn’t, and in what context, as we begin to decide on which new habits and routines to keep?

Unfortunately, research evidence often moves too slowly to keep up with technological developments. Usually, an innovative application is deployed by teachers, but before its effectiveness can be tested with robust trials, it has been updated or even superseded. Where does that leave us? We have to consider the evidence we do have.

If technology is to become a big part of our future, we first need to understand the level of students’ access to devices. Evidence suggests that access to technology is patchy. Recent research from the Sutton Trust highlighted the “digital divide”, with just 5 per cent of teachers in state schools reporting that all their students have a device, compared to 54 per cent at private schools.

That said, this may have improved owing to the government laptop scheme, and in the future the issue may be less about access and more about the quality of the devices and what they can achieve.

What about the things we do with these tools? There is plenty of evidence that technology can enhance home learning and remote teaching, so improvements to homework seem very likely.

Could technology also transform assessment? Claims for e-portfolios and online assessments harnessing artificial intelligence (as an alternative to traditional exams) are emerging on the back of cancelled national assessments. I would say the jury is out on this one.

And what about in the classroom? Without wishing to sound like a Cassandra, past trends such as the introduction of interactive whiteboards and one-to-one devices in schools have shown that we need to be cautious when we implement technological innovations. We should first consider which problems the technology is solving for us.

Do pupils need more high-quality teaching? There may be a place for recorded lessons from teachers, such as those provided by Oak Academy, to mediate partial school closures. Meanwhile, the National Tutoring Programme means technology can bring flexible access to tutors.

Do pupils need more practice of essential knowledge with instant feedback? Quizzing apps, assessment tools and instantaneous feedback could all be well supported by tech.

But a note of caution even on these examples: the tech will keep changing, and rapidly. By the next school year, platforms will be tweaked, apps will be replaced and laptops will be lagging.

Another key point is training: investment in hardware and software will need to be matched by even greater investment in teacher development if any of this is to be useful. Even with the best tech in the world, it’s only useful if the teacher is truly in control.

Alex Quigley is a former teacher who now works for an educational charity supporting schools and disadvantaged pupils, and is the author of Closing the Reading Gap.
How to harness the underused talent around you

Systems leadership is all about spotting the right people in your school to share their wisdom and best practice, regardless of job title. And it can lead to dramatic improvements, says Neil Miller.

Every school leader should be focused on improvement, whether that’s taking a school from “inadequate” to “good”, or “good” to “outstanding”, or anything in between. There are many ways to do this, but I’ve found that taking a systems leadership approach to the improvement process not only supports rapid, positive change across an organisation, but can also provide a productive, long-term, sustainable and collaborative way of working.

The idea of systems leaders in education was introduced by Canadian educational researcher Michael Fullan in 2005. Then, in 2010, David Hargreaves from the National College for Leadership of Schools and Children’s Services wrote about “creating a self-improving school system”. He positioned systems leaders as one of four building blocks for effective school self-improvement, encouraging collaboration as schools became less centralised.

Essentially, systems leadership is about identifying the best people within your wider organisation to share best practice and support their colleagues, regardless of their position – so it could be a middle leader, an experienced teacher or an NQT leading a project. What matters is having the skill set for the job. So it’s about embedding processes that you know work, delivered by the people on the ground who have tried and tested the techniques.

By modelling behaviour on the ground, systems leaders support staff in a collaborative way on the front line. This gives much greater validity to what is being suggested in terms of change, nurturing an environment of shared vision and purpose rather than one of autocratic, top-down management (which is unlikely to get the best out of all staff).

The members of staff selected as systems leaders are also likely to benefit significantly from the opportunity, developing their own coaching and leadership skills.

No wrecking ball

Here’s a good case study. Our trust took on an “inadequate” school last April. Like any school in this position, it faced significant challenges, but it also had key strengths with some exceptional talent and great ideas.

Rather than going in with a wrecking ball, we were focused on harnessing the positives. We worked closely with the existing leadership team to preserve the things that were working and empowered them to make the changes needed. We then brought in specialist staff – our systems leaders – from across the trust to work alongside the staff team to further improve key areas.

Behaviour, for example, was supported by a brilliant middle leader who went into the school and worked with staff to demonstrate techniques that had already proved a success at our other schools. This was not about telling staff what they were doing wrong; it was about sharing ideas from the perspective of someone who deals with the same issues every day and empowering them to look at things differently.

As a result, improvement was swift and dramatic. Staff felt supported throughout, which meant great cooperation and very little pushback.

By taking this approach, we retained good staff members, and were able to ensure that we fully understood the needs and challenges of the school and its pupils. The improvement journey has been rapid, despite the challenges of Covid-19.

Any organisational or cultural change like this requires the adaptation of current working practices, and that can be challenging. Taking a systems approach to leadership can support this by encouraging less autocracy and less hierarchy, along with greater recognition of the strengths of staff.

As in any workplace, if staff are put at the heart of decision making, and are genuinely consulted and involved in change, you are much more likely as a leader or leadership team to earn their loyalty and commitment.
And it follows that a well-supported, collaborative and motivated team will result in better teaching and learning, as well as improved outcomes for pupils, which is the ultimate goal for every school.

This isn’t about taking accountability or ownership away from the leadership team – it’s about harnessing talent to support change and improvement.

Here are some points to consider if you’re implementing a systems leadership approach:

**Dive into the talent pool**

Look across your whole organisation, not just your senior leaders. Is there a first-rate practitioner who could work with their peers to share techniques, ideas and approaches?

The behaviour specialist we sent into the new school was a middle leader, and he rolled up his sleeves to work with staff and pupils. From his modelling of behaviours and demonstration of tried-and-tested techniques in the classroom, staff gained confidence to do the same.

**Don’t overload staff**

Ensure you can backfill positions when moving high-performing staff to support others. And don’t put too many new initiatives in place at once. Systems leadership is about carefully managing resources and identifying where capacity is available to provide peer-to-peer support, without weakening successful provision. Concentrate on a small number of initiatives and embed them successfully rather than adopting a scattergun approach that will overwhelm everyone.

**Observe, consult, collaborate and review**

As executive headteacher, the first thing I did when we took on our new school was to observe and listen to what was actually going on, from the kitchen to the classrooms. Only with this full understanding of the landscape could we then put support in place where it was needed. Genuine consultation and action on feedback is key, together with regular reviews of any changes, to ensure they are deliverable and are having an impact.

**Give the right people the tools**

It’s all about supporting people by empowering them. Support specialist practitioners to use their expertise by ensuring they have everything they need to do the job, rather than trying to tell them how to do it. This may include mentoring, coaching and other professional development, as well as providing them with the opportunity to share their knowledge and skills more widely when things are working well.

Neil Miller is deputy CEO and executive headteacher at London South East Academies Trust
How to support responsible student activism

There’s a fine line between ensuring the right to protest and maintaining the duty to safeguard students, but as Grainne Hallahan finds, young people’s growing engagement with big issues is worth nurturing in the classroom.

For many further education students, there’s a concern that’s just as pressing as exam results and career prospects: the future of the world. Today’s young people tend to be more engaged with urgent international issues, and they want to have their voices heard. Jessica Taft, an associate professor of Latin American and Latino studies at the University of Santa Cruz, has spent the past decade looking at children’s rights and intergenerational activism. In a statement released in the run-up to the Global Climate Strike in September 2020, the author of *The Kids Are in Charge: activism and power in Peru’s movement of working children* called for more attention to be given to youth activism.

“Around the world, we are seeing children and youth engage as social, political and economic actors, demonstrating their capacity to help make social change,” she said. “Adults make a lot of assumptions about children and what they’re capable of, and those assumptions are often quite false.”

So, where is this appetite for action coming from? The “Greta effect” is thought to be a significant factor. Greta Thunberg was just 15 when she began protesting for action on the climate crisis outside Sweden’s parliament. At first, she simply sat with a sign reading *Skolstrejk för klimatet* (school strike for climate), but the scale of her protests grew quickly, inspiring a generation of fellow activists across the globe, whose voices now ring out in educational institutions and beyond.

What, then, can FE colleges do to ensure that they aren’t underestimating the capabilities of their students? How can colleges ensure that social activism is supported, without putting students in danger or detracting from their studies?

**Open up**

The first thing to address is the way the conversation is brought into the classroom, says Hollie Barnes, an English lecturer at Cambridge Regional College, who has seen her students inspired by the activism happening on their doorstep.

“With [the news coverage] every day, the media [provides] a learning opportunity,” she says. “Students are asking questions now more than ever within college: ‘Miss, have you seen that Extinction Rebellion group on the TV? That was in Cambridge!’”

The key thing to do when this happens, she continues, is not to shut the conversation down, even if it feels potentially challenging. “We have a duty to further explore topics within lessons in order to widen and challenge students’ opinions to those outside of their own circle, as well as challenging our own practice,” Barnes says. “By providing a safe space to open up those discussions, it can encourage learners to look beyond the discussion in the classroom and seek out further important topics.”

There’s also the option to take a more proactive approach. Some staff actively seek out opportunities to introduce ideas about...
activism into their classes, such as Gemma Campbell, a teacher at an FE college in Wales, who decided to initiate a conversation about rights to education with her International Baccalaureate students. “[We] were discussing the [United Nations] Global Goals [for sustainable development] from their research for their Rotary Youth Speaks topic, and they were horrified to learn about not only gender inequalities in education, but that education generally was not just a given, like it is in the UK,” she says. “A tutorial discussion led to them discussing the Malala Fund and her Books not Bullets campaign.”

Inspired by Malala Yousafzai, the Nobel Peace Prize-winning activist, the students organised a day of activism, setting up a booth in reception and securing the help of library staff to promote the campaign. "It wasn’t simply a ‘big idea’ but a carefully researched, considered and planned day,” Campbell says. “It had purpose and passion, and it was simple and safe, yet as part of a wider campaign it also promised maximum impact.”

Beyond the placards
So, how can colleges nurture this sort of approach? Barnes says the role of the teacher is to push past the initial sensationalism – the shock of seeing protesters clash with police, for example – and engage with the topics being debated.

“To not engage in discussion would be to hold them back from a teaching opportunity,” she says. “The thrill of a protest is enough to grab any 16-year-old’s attention, but once you begin to dissect a topic more deeply in class, their questions reveal deeper thrills: they care about the core values in each situation.”

Campbell says their level of engagement will often depend on what students are studying: she has spotted a correlation between course choice and involvement in community issues. “The IB students were always the ones who got involved in social activism,” she continues. “The global aspect of [the IB] studies [provides] the opportunities to expand discussions beyond the syllabus and exam-focused studies of A level, and this has allowed them to have the time and the passion to invest properly in these.”

Campbell has noticed that those same students often take their activism into adulthood. “Even now, years later, they are the ones who I see sharing [details of] protest events, championing a chosen issue and passionately advocating for a cause,” she says. “These students were always the ones involved in youth councils and voluntary groups.”

Amike George, now 21, was one such student. When she was 18 and studying
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for her A levels in London, she began a campaign against period poverty. It started with an online petition, which led to protests and then the founding of campaign group Free Periods, which works to encourage schools and colleges to sign up for free period products. She has also published a book entitled *Make it Happen: how to be an activist*, where she covers topics including choice of cause, how to keep the campaign positive and the “red tape” of protests.

“My teachers were really supportive,” she recalls. “I remember asking if I could delay the start of my A-level mocks because I’d been invited to go to Washington, DC to deliver a talk on activism, and I was convinced the answer would be no, but they agreed to let me do the exams when I got back, which was really generous.”

George says colleges would benefit from no longer treating activism as an add-on, but instead as an integral part of the educational experience. “There is a real sense of urgency around finding solutions to the climate crisis, structural racism and misogyny, and we’re seeing young people rising up against the injustices they see,” she says. “But it’s so hard to campaign effectively when we’re made to feel that our activism is a distraction.

“Schools and colleges must offer mental health support to students who are running campaigns alongside their education and spending all their time outside lessons trying to be heard and raising awareness. I found the constant pressure of giving interviews between lessons, running to have meetings straight after school and spending my evenings writing to MPs intense and draining, and that caused a huge amount of anxiety.”

‘Peaceful assembly’
FE staff have a difficult line to tread between adhering to their safeguarding duties and supporting students in using their right to protest. There is a legal right to protest, as protected under the European Convention on Human Rights, but only under certain conditions. Article 11 says everyone has the right to “peaceful assembly” and that “no restrictions shall be placed on the exercise of these rights other than such as are prescribed by law...for the prevention of disorder or crime”. This emphasis on peaceful and lawful protest should be communicated clearly to students.

But Campbell says that syllabus changes after the latest exam reforms have left gaps in understanding of what it means to protest peacefully. “The loss of government and politics as an A level also [means that] students [are no longer] being taught about the purpose and organisation of protests and what they mean,” she says. Campbell is concerned that some students like “the idea of placards, banners and marching more than the cause at the heart of the protests”.

She says students need to be taught more about these aspects, rather than just covering college toilets in stickers or defacing posters with political slogans. “There is a fine line between supporting students’ right to protest and allowing them to go on unchecked into wanton vandalism and possible extremism,” she says. “But, ultimately, I do support students’ right to protest.”

Barnes adds that, above all, it’s important that students know where the boundaries are, and that those lines are discussed openly and unflinchingly.

“Although their views are important, we are trained thoroughly to pinpoint behaviours that we feel overstep the mark,” she says. “Our main job is to educate, but we have our duty of care to ensure students are safe.”

Grainne Hallahan is senior content writer at Tes
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Full Time - Permanent
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Maths Teacher
Full Time - Permanent
Salary Scale: MPR (1 - 6) | Actual Salary: £25,714 - £36,961

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We are now looking for a dynamic, passionate and inspirational Maths Teacher to join our team.

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The successful candidate will be provided an opportunity to access on-the-job teaching experience which will provide them the best opportunity to gain teaching skills quickly. They will receive a full induction familiarising them with the wider aspects of the college and will undertake a formal teaching qualification, with tuition fees being met as part of the programme.

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We have a strong commitment to safeguarding and promoting the welfare of students. All appointments will be subject to enhanced DBS clearance.

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**Monoux is a Sixth Form College for over 1700 students aged 16-19. We offer A Levels, vocational courses at Levels 2 and 3, and G技CE tests. 76.5% of our students are from deprived backgrounds, compared to 40.3% of 16-19 year olds nationally.**

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**Social Sciences Teacher**

(1 year fixed-term contract)

Salary: Up to £36,007 per annum depending on experience

Monoux College Group is a beacon for educational excellence, made up of a family of colleges – Nelson & Colne College, Lancaster Adult Learning & Apprenticeship & Rossendale College. We are looking for a highly motivated and enthusiastic Social Sciences Teacher to join our team on a full-time, 1 year fixed term basis, working 35 hours per week. This role will start in August 2021 and will be based at Nelson and Colne College but travel across other College sites may be required.

We welcome applications from Newly Qualified Teachers. If you’re interested in this post and would like to know more, then please visit our website (https://careers.nelson.ac.uk/jobs/social-sciences-teacher-1-year-fixed-term-contract/) and complete an application form.

Closing date: Monday 3rd May 2021

Interview Date: TBC but likely to be held across two days; assessment process will be held onsite and interview remotely via MS Teams

Please state: All of our posts are subject to an enhanced DBS check. If working with vulnerable adults or children, please let us know if you wish to discuss this further, please get in touch with the HR team.

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**Psychology/Health and Social Care Tutor**

Full Time - Permanent

Post is for immediate start

Salary £29,300 - £32,300 per year

We are seeking a Psychology and/or Health and Social Care Tutor who is able to teach on Access to Higher Education programmes. You should have a teaching qualification suitable for Further Education and a degree in your specialist subject area.

You will be responsible for frontline support of your learners, working as a teaching professional, providing curricular and pastoral support consistently and reliably across your caseload. Your role needs to provide structure and focus to assist the learners to manage their workload and make continued progress throughout their course.

We would strongly advise that you visit our website at [distancelearningcentre.com](http://distancelearningcentre.com) to get a real feel for what we are like as an organisation, our ethos, our learner focused operation and our commitment to our staff.

You can find a full Job Description and Person Specification on our online advert at [tes.com](http://tes.com). Please can you read these fully and complete our Application Form.

Closing Date: 31 May 2021

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23 APRIL 2021 Tes 47
**Teacher of Public Services**  
Ref 210466  
Up to £32,056 p.a.  
Runshaw College is one of the most successful colleges in the country, renowned locally and nationally for our outstanding results, friendly and supportive culture and focus on putting the student at the heart of all that we do.  
An exciting opportunity has arisen in the School of Public Services due to the continued popularity of its Vocational Social Sciences & Public Services courses. An application would be welcomed from teachers with a Law or Criminology background.  
Closing date is 12 noon, Friday 30th April 2021.  
For further information and to apply, please visit our main website and click on Vacancies. Alternatively, email HR@runshaw.ac.uk or call 01772 642004, quoting the vacancy reference number.  
Runshaw College is committed to equal opportunities and safeguarding and promoting the health, safety and welfare of all members of our college community.  
www.runshaw.ac.uk

**Work Based Tutor in Carpentry and Joinery (Bench and Site)**  
Ref 210469  
2 Years Fixed Term  
(37 hours per week/52 weeks per year)  
An opportunity has arisen to recruit a work Based Tutor to teach, mentor and assess on both bench and site joinery Apprenticeships and NVQ’s  
The successful candidate will be required to manage a caseload of learners through all elements of their apprenticeship Standard/ Framework delivering on NVQ and competency elements, and successful liaison with internal colleagues for completion of other aspects such as the Functional Skills, and day release.  
The applicant will be responsible for the whole learner journey including advice and guidance and employer liaison.  
The successful candidate will have current and relevant occupational competence in joinery occupations. Successful applicants must also hold an assessor qualification (TAQA, A1 Award, IQAM) and hold or be willing to work towards an internal verifier award (V1 Award or TAQA 491).  
Excellent communication skills and a professional outlook are essential.  
To apply for this role, please visit our website: www.chesterfield.ac.uk/jobs.  
Closing date: 10 May 2021  
Interview date: 19 May 2021  
An offer of employment at Chesterfield College will be subject to an Enhanced Disclosure carried out by the Disclosure and Banning Services.

**Teacher in Biology**  
Ref 210469  
Up to £32,056 p.a.  
Runshaw College is one of the most successful colleges in the country, renowned locally and nationally for our outstanding results, friendly and supportive culture and focus on putting the student at the heart of all that we do.  
We are seeking an outstanding teacher to join our high-performing team. The successful candidate will have a proven track record as an outstanding classroom practitioner, with experience of teaching Biology. The ability to offer another science subject would be desirable.  
Closing date is 12 noon, Friday 30th April 2021  
This post is temporary to cover maternity leave until July 2022.  
For further information and to apply, please visit our main website and click on Vacancies. Alternatively, email HR@runshaw.ac.uk or call 01772 642004, quoting the vacancy reference number.  
Runshaw College is committed to equal opportunities and safeguarding and promoting the health, safety and welfare of all members of our college community.  
www.runshaw.ac.uk

**Teacher of Public Services**  
Ref 210466  
Up to £32,056 p.a.  
Runshaw College is one of the most successful colleges in the country, renowned locally and nationally for our outstanding results, friendly and supportive culture and focus on putting the student at the heart of all that we do.  
An exciting opportunity has arisen in the School of Public Services due to the continued popularity of its Vocational Social Sciences & Public Services courses. An application would be welcomed from teachers with a Law or Criminology background.  
Closing date is 12 noon, Friday 30th April 2021.  
For further information and to apply, please visit our main website and click on Vacancies. Alternatively, email HR@runshaw.ac.uk or call 01772 642004, quoting the vacancy reference number.  
Runshaw College is committed to equal opportunities and safeguarding and promoting the health, safety and welfare of all members of our college community.  
www.runshaw.ac.uk
THOUGHT-PROVOKING, ENTERTAINING & USEFUL

www.tes.com/library
Acorn Education and Care is part of Outcomes First Group. We are committed to safeguarding and promoting the welfare of children and young people. All successful applicants will be subject to fully Enhanced DBS.
Principal

Salary: L18 - L24
Full Time
Closing Date: 26th April 2021 (midday)
Interview Date: 29th/30th April 2021

Hexthorpe Primary Academy is seeking a Head of School with full headship but who might initially benefit from a period of appointment as a Head of School. We are looking to appoint an experienced leader who can be both innovative and systematic, but fundamentally thrives on the unique challenges of working with complex children and young people. They will benefit from a first-class learning environment in extensive grounds with an onsite animal husbandry provision. They will also have access to wider group operations and clinical services to support integrated working.

If you are a passionate, authentic and driven leader who has high expectations and aspirations, please apply today! Interested in applying? If this sounds like something you'd be interested in, go to www.tes.com/jobs to find out more about the role, Hexthorpe Primary Academy, Astrea Academy Trust and our recruitment process.

Closing date: Tuesday 4th May 2021
Interviews will be held week commencing 10th May 2021

Headteacher

Salary: Leadership L14 - L20
Full Time, Permanent
Start date: 1st September 2021

St Augustine’s is a small Catholic Primary school, within the St Therese of Lisieux CMAT. Our vision and values lie at the core of everything we do in school. They underpin our relationships, teaching and learning and provide an environment in which children can flourish. We aim to provide the highest quality of education within a Catholic ethos. Where all within our community reach their full potential growing and learning as a family in the footsteps of Jesus.

The Rawlett School is part of a family of schools brought together by one common vision and passionate belief that each and every child can lead a remarkable life. An excellent education transforms lives and every pupil who attends one of our schools is given the support, care and opportunity they need to flourish. Whether you are a senior leader working towards your first headship or an experienced Head of School seeking a new challenge this is an exciting opportunity to take our school forward. Which is where you come in!

You will work alongside the Executive Headteacher and Director of Secondary to drive a positive outcome at the next inspection and beyond. Through the role you will set clear expectations, be a role model and a strong presence in the school. The role will require you to continue to raise standards at pace with a team that is committed to doing so.

To arrange a school visit or to find out more, call Tanya Bentham, Head of Talent on 0203 947 5689 or email: recruitment@academiesenterprisetrust.org or contact Tom Nutley, Recruitment Consultant, Tel: 0726 001365 or email: t.nutley@tes.com. See online advert for further details.

Academies Enterprise Trust embraces diversity and promotes equality of opportunity. Co-headship, job share, part time and flexible working opportunities will be considered.

Join us to be part of something special and inspire their remarkable.
www.academiesenterprisetrust.org/careers

Head of School

Salary: L25-L29, £76,141-£83,971, negotiable for the right candidate dependent on experience plus a relocation package
Start date: September 2021
Location: Tamworth, Staffordshire
NOR: 1048
Age range: 11-16
Closing date: Monday 10 May 2021
Interview dates: Wednesday 19th and Friday 21st May 2021

St Augustine’s is part of the St Thérèse of Lisieux Catholic Multi Academy Trust, along with all the Catholic Schools in Lincolnshire.

St Augustine’s is a small Catholic Primary School from September 2021. However, we are also keen to hear from talented individuals who aspire to full headship but who might initially benefit from a period of appointment as a Head of School supported in the short term by an experienced Headteacher colleague. Such individuals would have high potential but might not necessarily yet have Deputy Headteacher experience. The successful candidate, whether appointed as a Headteacher or a Head of School, would be able to access outstanding CFO opportunities via the Trust and Teaching School and would be offered a level of support appropriate for their skills and experience.

To arrange a meeting with the CEO and a visit to the school please contact James McGeachie, CEO at James.McGeachie@STL-CMAT.org.uk. To obtain an application pack please contact Tamer Hodgson, Executive Assistant to James McGeachie, CEO at Tamer.Hodgson@STL-CMAT.org.uk

Closing date: Tuesday 4th May 2021 (9am).
Interviews will be held week commencing 10th May 2021
Headteacher
Salary: Negotiable and highly competitive
Full time / Permanent
Required from September 2021

Harpfield Primary Academy is a successful one-form entry primary school in an area of rich cultural diversity.

Due to the retirement of our Headteacher, we are seeking a leader to continue their excellent work and progress with the school.

An existing Headteacher or an outstanding and ambitious Deputy with substantial experience of school leadership, you have the creativity, drive and ambition to lead our school. You will possess the leadership qualities and flair to make great things happen that will take the school to the next level. You are committed to further developing a strong team of leaders, teachers and support staff to deliver a culture of continuous school improvement. Building on the ethos of Harpfield Primary Academy, you will foster an environment in which learning continues to thrive and where students are at the heart of everything.

We are keen to speak to candidates and inform them as much as possible so for any extra information please contact Creative Education Trust’s Head of Recruitment, Ian Harding, on ian.harding@creativeeducationtrust.org.uk or 07990 037495

Closing Date
03.05.21

To apply visit
http://www.creativeeducationtrust.org.uk
Harpfield Primary Academy, Painswick Green, Hartshill, Stoke-on-Trent, ST4 6AP
Telephone: +44 1782 234984

Headteacher
Salary £76,139 - £88,185 per year (Leadership Scale 25 to 31)
Full Time, Permanent
Start date September 2021

Waseley Hills High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post will be subject to an enhanced DBS clearance.

Due to the retirement of our current Headteacher, the Trustees of Waseley Hills High School are looking to appoint a passionate and progressive leader who will share our vision and ambition for Waseley Hills, its students and our community.

We are looking for an inspiring, challenging leader with the vision to take the school to the next level. The successful candidate will have a commitment to an inclusive school in which every student is successful. “Aspire, Invest, Respect”

How to Apply
Please see our online advert on tes.com/jobs for what to submit to apply for this role. All applicants should submit their applications via email to applications@waseleyhills.worcs.sch.uk by no later than 23:59 on 16th May 2021.

2 days of interview will take place on Monday 25th and Tuesday 26th May 2021.

Visits to the School are available – please contact the Headteacher’s PA/HR Manager Mrs Jo Toyne on 0121 453 5211 or email jtoyne@waseleyhills.worcs.sch.uk to arrange. A Headteachers’ Pack is available on request.

Waseley Hills High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post will be subject to an enhanced DBS clearance.

Closing Date for applications is 10th May 2021 at 9.00am

Date for interview is week commencing 18th & 19th May 2021

Consilium Academies is committed to the safeguarding of children and young people. An enhanced disclosure from the DBS will be required for this post.

Headteacher
Salary Range L24-L28 plus Healthcare Package
Required 1st September 2021

The Ongar Academy is a high performing comprehensive school. ‘Behaviour is calm and the atmosphere is productive and positive, making it a nice place to be. Leaders have a genuine commitment to the well-being and development of all staff.’

The Ongar Academy is looking for a successful Headteacher with considerable experience in secondary education who knows what outstanding provision and academic progress looks like. We want a collaborator, who not only will work closely with the Trust but who has a genuine desire to work openly and collectively with the local Ongar primary schools, who are also part of Bridge Academy Trust.

For an application pack please refer to the school website or contact
T: 01245 504598 | E: massey@bridgeacademytrust.org
www.theongaracademy.org

Closing Date: Monday 10th May, 2021 at 12 noon.

This Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. If successful, an enhanced DBS check would be sought. The Bridge Academy Trust welcomes applications from those of all backgrounds, faiths and ethnic groups.

Headteacher
Salary: L27 - L33
Start date September 2021

Wyvern Academy is a coeducational secondary school with academy status, located in the Branksome area of Darlington, County Durham, England. We are now looking for a new Headteacher, to join our motivated team in an Academy that is committed to offering a warm, friendly and purposeful setting for all our students to flourish.

The Trust is seeking to recruit a dynamic, innovative and proactive leader who will build on the reputation of Wyvern Academy and work collaboratively with colleagues throughout the Trust to continue school improvement.

If this sounds like you, and you would like to work for an innovative and collaborative Trust, and you want to learn more about this unique opportunity and Consilium Academies, please visit www.joinconsiliumacademies.co.uk and select the roles, select preferred role and click find out more. Scroll down and complete the blue registration box and click send. This opens a microsite with a link embedded to the relevant forms for you to download.

Completed application forms and equality and diversity monitoring forms should be sent to consilium@satiseducation.co.uk saved in PDF format surname, forename.

The closing date for applications is 10th May 2021 at 9.00am

Date for interview is week commencing 18th & 19th May 2021

Consilium Academies is committed to the safeguarding of children and young people. An enhanced disclosure from the DBS will be required for this post.
We are looking to appoint an Associate Headteacher for BSB Sitges, commencing 1st September 2021.

The British School of Barcelona is an outstanding, all age school with nearly 1600 students across three campuses. The Sitges campus is purpose built for Early Years and Primary, with a capacity of 350 students. It is located in the beautiful seaside town of Sitges, outside of Barcelona, and is part of a thriving community.

We are seeking an outstanding Headteacher who will join the BSB senior team, leading the BSB Sitges campus. Staff at BSB Sitges are enthusiastic, inspirational, risk-taking individuals who appreciate the rigor of the English curriculum but embrace the freedom offered by an international setting in order to deliver outstanding results for our students.

Please note – UK qualifications and successful experience in UK schools is essential.

The position of Headteacher is offered as an attractive package including a highly competitive salary, places for children in BSB, and other local benefits. Full induction and help with settling in Barcelona will be provided.

The Role

We are looking for an experienced leader with experience of:

- Teaching and leading the English Primary National Curriculum
- Being proactive in the smooth day-to-day running of a school
- Setting high expectations which engage, motivate and challenge staff and pupils.

- Contributing to the wider leadership of a school to deliver whole school strategic priorities
- Working with the headteacher, leading the process of self-evaluation, with a focus on improving outcomes for students.
- Communicating effectively with parents.
- Making a positive contribution to the wider life and ethos of a school
- Continuously challenging themselves to improve, progress and be the best leader they can possibly be.

- What we can offer you:
- A fantastic team of staff who are committed, supportive and collaborative.
- An opportunity to join a high performing leadership team who are focused on delivering an outstanding provision across all aspects of the school's work.

For further information please visit our website https://www.britishschoolbarcelona.com/ or contact our team to receive an application pack.

To apply, please complete the attached application form and send it, along with a covering letter to jobs@bsb.edu.es Please indicate the job title in the subject line.

Deadline for applications: Monday 3rd May, 2021

Shortlisted candidates will be invited for Skype interviews during the week beginning 10th May 2021.

The British School of Barcelona is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment. Safety recruitment practices and pre-employment background checks will be undertaken before any appointment is confirmed.

Malvern College Hong Kong is an authorised IB PYP and MYP school and is a candidate school for the Diploma programme. MCHK currently has 800 pupils in Prep 1 to Hundred (Years 1-11).

In August 2021, we expect to be close to 1000 pupils and look forward to welcoming our first Sixth Form Cohort.

MCHK is looking to appoint an Head of Learning Enhancement (whole school). The successful applicant will provide leadership to the Learning Enhancement teams in primary and secondary school to ensure a co-ordinated approach to supporting pupils with additional support needs across the school. This includes pupils with learning, social, emotional, behavioural and communication difficulties or long-term medical issues impacting on educational development, as well as gifted and talented pupils and those with EAL needs. The Head of Learning Enhancement will be expected to carry a caseload involving Prep and/or Senior pupils.

Closing date for receipt of applications: 12 noon on Friday 30th April 2021

St. Piran’s is a co-educational day school for pupils aged 4 to 16 years. It has an exceptionally caring, truly family atmosphere and vibrant learning culture based on positive, mutually respectful relationships. The school that does not select academically has strengths in the Arts and has won awards locally and nationally in Performance Art and Fine Art. St. Piran’s was judged the best performing school in Cornwall at GCSE in 2019.

We want an individual looking for an exciting challenge to continue building on these achievements and lead us in the next stage of our journey. This will include developing the maximum use of the school’s facilities throughout the calendar year, integral to the school’s future development is to make provision for international students to have a UK experience and for those seeking a secondary stage education in England. In this regard, our ambition is that the school blends the best of international and British educational ideals.

Application forms and further information may be obtained by email from Mrs Stephanie Bailey, Deputy COO, London School of Commerce stpirans.cvl@londonco.uk. Prospective applicants should send the completed application form by post or email to Mrs Stephanie Bailey, Chaucer House, White Hart Yard, London, SE1 3NQ.

Please note that CV’s cannot be accepted in place of a completed application form. Applications will be acknowledged, but late applications will not be considered.

Closing date for receipt of applications: 12 noon on Friday 30th April 2021

St. Piran’s School is committed to safeguarding and promoting our pupils’ welfare and expects all staff and volunteers to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

Headteacher at the British School of Barcelona (Sitges)

Full Time/Permanent

We are looking to appoint a Headteacher for BSB Sitges, commencing 1st September 2021.

The British School of Barcelona is an outstanding, all age school with nearly 1600 students across three campuses. The Sitges campus is purpose built for Early Years and Primary, with a capacity of 350 students. It is located in the beautiful seaside town of Sitges, outside of Barcelona, and is part of a thriving community.

We are seeking an outstanding Headteacher who will join the BSB senior team, leading the BSB Sitges campus. Staff at BSB Sitges are enthusiastic, inspirational, risk-taking individuals who appreciate the rigor of the English curriculum but embrace the freedom offered by an international setting in order to deliver outstanding results for our students.

Please note – UK qualifications and successful experience in UK schools is essential.

The position of Headteacher is offered as an attractive package including a highly competitive salary, places for children in BSB, and other local benefits. Full induction and help with settling in Barcelona will be provided.

The Role

We are looking for an experienced leader and expert teacher who has experience of:

• Teaching and leading the English Primary National Curriculum
• Being proactive in the smooth day-to-day running of a school
• Setting high expectations which engage, motivate and challenge staff and pupils.

• Contributing to the wider leadership of a school to deliver whole school strategic priorities
• Working with the headteacher, leading the process of self-evaluation, with a focus on improving outcomes for students.
• Communicating effectively with parents.
• Making a positive contribution to the wider life and ethos of a school
• Continuously challenging themselves to improve, progress and be the best leader they can possibly be.

• What we can offer you:
• A fantastic team of staff who are committed, supportive and collaborative.
• An opportunity to join a high performing leadership team who are focused on delivering an outstanding provision across all aspects of the school’s work.

For further information please visit our website https://www.britishschoolbarcelona.com/ or contact our team to receive an application pack.

To apply, please complete the attached application form and send it, along with a covering letter to jobs@bsb.edu.es Please indicate the job title in the subject line.

Deadline for applications: Monday 3rd May, 2021

Shortlisted candidates will be invited for Skype interviews during the week beginning 10th May 2021.

The British School of Barcelona is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment. Safety recruitment practices and pre-employment background checks will be undertaken before any appointment is confirmed.

Applications for this post should be emailed to Human Resources at HR@malverncollege.org.hk Please indicate the job title in the subject line.

Application forms and further information may be obtained by email from Mrs Stephanie Bailey, Deputy COO, London School of Commerce stpirans.cvl@londonco.uk. Prospective applicants should send the completed application form by post or email to Mrs Stephanie Bailey, Chaucer House, White Hart Yard, London, SE1 3NQ.

Please note that CV’s cannot be accepted in place of a completed application form. Applications will be acknowledged, but late applications will not be considered.

Closing date for receipt of applications: 12 noon on Friday 30th April 2021

St. Piran’s School is committed to safeguarding and promoting our pupils’ welfare and expects all staff and volunteers to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

Head of Learning Enhancement (whole school)

Full Time, Fixed Term

Start date: August 2021 or as soon as possible

Malvern College Hong Kong is an authorised IB PYP and MYP school and is a candidate school for the Diploma programme. MCHK currently has 800 pupils in Prep 1 to Hundred (Years 1-11).

In August 2021, we expect to be close to 1000 pupils and look forward to welcoming our first Sixth Form Cohort.

MCHK is looking to appoint an Head of Learning Enhancement (whole school). The successful applicant will provide leadership to the Learning Enhancement teams in primary and secondary school to ensure a co-ordinated approach to supporting pupils with additional support needs across the school. This includes pupils with learning, social, emotional, behavioural and communication difficulties or long-term medical issues impacting on educational development, as well as gifted and talented pupils and those with EAL needs. The Head of Learning Enhancement will be expected to carry a caseload involving Prep and/or Senior pupils.

Closing date: 30th April 2021

Interviews will be on a rolling basis and as such early applications are encouraged.

All applications should be submitted online via TES. You are required to complete your online profile and supporting statement and upload your CV with photo. You are also required to provide details of three referees.

Shortlisted candidates will be contacted to arrange an interview via Skype or in person. Candidates may be contacted at any stage after submitting their applications.

Malvern College Hong Kong exists to provide a quality all round education for students and is committed to safeguarding and promoting the welfare of children and young people. Candidates must be prepared to undergo child protection screening and appropriate pre-employment checks. Please note that we will need to take up the references provided in your application before we can interview candidates.

Please contact hr@malverncollege.org.hk for any queries about this role. Please note that a CV will not be accepted in place of the online application form.

For further information about Malvern College Hong Kong, please visit our website at www.malverncollege.org.hk. To find out more about the Malvern College International family, please visit www.malverncollegeinternational.org.
Wimbledon Common Preparatory School, locally known as “Squirrels”, is a highly sought-after boys’ prep prep in Wimbledon Village.

We now seek a talented, compassionate and enthusiastic individual to lead the school from either September 2021 or January 2022. The current head retires in the summer after ten years of devoted and successful service.

The school benefits from an excellent teaching staff, handsome and well-equipped premises, generous playing space and extensive support from its neighbour, Kings’ College School.

Further details can be found at wcps.org.uk/vacancies

Closing date: noon on Tuesday 4th May 2021

Wimbledon Common Prep is fully committed to safeguarding and promoting the welfare of children.

| 13 RIGWAY | WIMBLEDON | LONDON | SW19 4TA |

HEAD TEACHER

VICE PRINCIPAL - CURRICULUM AND DATA

The Vice Principal will be responsible for the leadership and management of data, assessment and curriculum. This includes: baseline and target setting, the academy systems for tracking progress and attainment, the management of assessment at all levels, reporting and analysis of assessment data and oversight of interventions that ensure that all pupils meet or exceed targets. They will also be responsible for curriculum planning and development, construction of the timetable and all associated administration, together with oversight of relevant management information systems. As a member of the senior leadership team they will also be responsible for the overall leadership and management of the academy, and ensuring all staff work according to the academy values to secure the highest possible standards and outcomes for all our students.

Please ensure you complete the application form clearly addressing the person specification. This should be returned electronically to Mrs CDownend, claire.downend@coopacademies.co.uk

Closing date: Thursday 29th April 2021

THE THOMAS LORD AUDLEY SCHOOL

Deputy Headteacher – Teaching and Learning

Pay Range: Leadership Scale £64,143 – £72,497 (Point L18 – L23)

Start Date: September 2021

Full Time, Permanent

We are seeking a outstanding individual who will play a major role in the continued growth of our school, helping students and staff members to succeed, be included and reach their full potential. They will work alongside the Headteacher, existing Deputy Headteacher and other members of the Senior Leadership Team.

For additional information about the Trust and its schools, please visit our website www.sigmatrust.org.uk

To apply for this post, please complete an application form, available from tes.com/jobs and return it to recruitment@sigmatrust.org.uk. Please read the notes for Applicants document attached. There are two vacancies; please ensure your application identifies for which post you are applying.

Closing date: 9am, Monday 26th April 2021

Shortlisting will take place on Monday 26th April 2021

Interviewing will take place week commencing 3rd May 2021

The Sigma Trust is committed to safeguarding and protecting the children and young people that we work with. As such, all posts are subject to safer recruitment process, including the disclosure of criminal records and vetting checks. We ensure that we have a range of policies in place which promote safeguarding and safer working practice across our schools.
Deputy Headteacher (Data & Achievement)

Pay Range: Leadership Scale £64,143 – £72,497 (Point L18 – L23)

Start Date: September 2021

Full Time, Permanent

We are seeking an outstanding individual who will play a major role in the continued growth of our school, helping students and staff members to succeed, be included and reach their full potential. They will work alongside the Headteacher, existing Deputy Headteacher and other members of the Senior Leadership Team.

For additional information about the Trust and its schools, please visit our website www.sigmatrust.org.uk

To apply for this post, please complete an application form, available from tes.com/jobs and return it to recruitment@sigmatrust.org.uk. Please read the Notes for Applicants document attached. There are two vacancies; please ensure your application identifies for which post you are applying.

Closing date:
9am, Monday 26th April 2021

Shortlisting will take place on Monday 26th April 2021

Interviewing will take place week commencing 3rd May 2021

Salary: £62,571-£69,031 per year (L17-L 21)

Full Time–Permanent

Starting September 2021

We are recruiting for a Whole School Vice Principal. This unique opportunity is to join our school as we embark on an exciting and ambitious journey to develop our school and improve student outcomes. The Vice Principal will work in collaboration with the Headteacher to ensure that our school continues to excel in all of its work.

As Whole School Vice Principal, you will be responsible for the strategic development and delivery of whole school systems and processes. You will work closely with the Headteacher and Senior Leadership Team to develop and deliver the vision and strategy for the school. You will also work closely with the Senior Leadership Team to ensure that all aspects of school life are delivered in line with the school’s values and expectations.

To apply for this post, please complete an application form, available from tes.com/jobs and return it to recruitment@sigmatrust.org.uk.

Closing date:
9am, Monday 26th April 2021

Shortlisting will take place on Monday 26th April 2021

Interviewing will take place week commencing 3rd May 2021

Closing Date: 10 May 2021

GEMS Teachers have free access to our loyalty app GEMS rewards www.gemsrewards.com which provides significant savings on day to day life in the UAE. We offer thousands of discounts and 2 for 1 offers on everything from flights, hotels, restaurants and retail outlets, making your salary go further and enhance the opportunity to save whilst working overseas.
ASSOCIATE HEAD TEACHER - TEACHING AND LEARNING

L13 to L17 (Inner London) £64,700 - £70,552 • Required from September 2021

In this role, you will lead the ongoing development of teaching and learning across the school, and act as the school’s professional development coordinator. You will monitor teaching quality, and seek to evolve and develop a distinct ‘Plumstead Pedagogy’ which blends the development of powerful knowledge, alongside a suite of essential skills and habits which will secure the future wellbeing of our young people economically, socially and emotionally.

Plumstead Manor is a thriving and rapidly improved school judged Good by Ofsted. We are dedicated to providing a world-class education to the young people and families of Royal Greenwich, and hold a strong commitment to promoting excellence, justice and success for all our young people. We can offer you the chance to work in a truly comprehensive school, and to join a strong and supportive senior leadership team, which has a track record of sustained improvement.

To apply, please visit www.plumsteadmanor.com/About-Us/Jobs

Closing dates: Noon on Tuesday 4 May 2021.

Interview dates: 11 and 12 May 2021.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. The successful applicant will be required to be DBS checked.

Old Mill Road, London SE18 1QF | 020 3260 3123 | jobs@plumsteadmanor.com

ASSOCIATE ASSISTANT PRINCIPAL (Inclusion)

37 hours per week, Term Time Only (plus 10 days)

Scale PO4 / PO5 (points 35 - 40).

Actual salary £34,878 - £39,333 per annum

Trinity Multi Academy Trust is proud to have transformed the life chances of thousands of pupils across its existing academies, and our core values of Empathy, Honesty, Respect and Responsibility run through all aspects of academy life. Our secondary schools consistently achieve academic results which place them in the top 10% of highest performing schools in the country and receive national and international recognition for the quality of their provision.

As a trust we are excited to have been chosen by the Department for Education as their approved sponsor to open a new secondary school to support the increasing population of Barnsley. In September 2021 Trinity Academy St Edward’s will open its doors to a founding cohort of Year 7 students from across the town.

We are now seeking to appoint an Associate Assistant Principal to form part of our new senior leadership team and leading the pastoral function within the new school.

You must be fully committed to optimising the opportunities that are available to children and young people, secure in the knowledge that you will be joining an ambitious, forward-thinking Academy Trust that sets the standards for our family of schools and academies.

To arrange a telephone discussion with the Principal, please email recruitment@stedwards.trinitymat.org.

Start date: September 2021

Closing date: 9am Monday 26 April 2021

Interviews: week commencing 03 May 2021

Apply now! For further information on this role, the benefits of working for the trust and how to apply, visit our recruitment website; www.trinitymat.org/all-vacancies. Here you can also view our Staff Prospectus.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. All appointments are made subject to an enhanced DBS check. We are an equal opportunities employer and want our staff profile to reflect the community we serve.
Assistant Headteacher
To start September 2021
Teachers Leadership Scale L12-L16
Salary £56,785 - £62,639 inc outer fringe

We are seeking an exceptional and inspirational leader to the post of Assistant Headteacher. This is an exciting time to join our excellent, oversubscribed school and be part of a dynamic Multi Academy Trust.

We are looking for someone with vision, drive and strong leadership skills with a proven track record. Responsibilities will be discussed at interview and will be matched to your experience, strengths and development needs. We are particularly interested in candidates who share our commitment to improving the life chances of young people regardless of background.

This is a superb opportunity for an ambitious senior leader who is heading towards Headship and is ready to take the next step.

For more information contact Leann Howsego, Personnel Officer Leann.howsego@jameshornsby.essex.sch.uk

Closing date: Midnight 3rd May 2021
CVs alone will not be accepted. CVs submitted by an agency will not be considered.

Completed applications should be emailed to recruitment@zmat.co.uk

The James Hornsby School is committed to safeguarding the welfare of young people and expects all staff and volunteers to share this commitment. This post will be subject to full employment checks, including an enhanced disclosure from the Disclosure and Barring Service.

ASSISTANT HEAD TEACHER - PASTORAL (BEHAVIOUR AND DISCIPLINE)
L15 to L17 (Inner London) £64,700 - £70,552 • Required from September 2021

In this role, you will work alongside other senior leaders to make sure we are a safe and happy school, where high standards of behaviour and good manners, work in tandem with high aspirations and academic rigour. As such you will have a direct impact on the effectiveness of the learning environment, and thus on the achievement and outcomes of our young people.

Plumstead Manor is a thriving and rapidly improved school judged Good by Ofsted. We are dedicated to providing a world-class education to the young people and families of Royal Greenwich, and hold a strong commitment to promoting excellence, justice and success for all our young people. We can offer you the chance to work in a true comprehensive school, and to join a strong and supportive senior leadership team, which has a track record of sustained improvement.

To apply, please visit www.plumsteadmanor.com/About-Us/Jobs

Closing date: Noon on Tuesday 4 May 2021.
Interview dates: 11 and 12 May 2021.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. The successful applicant will be required to be DBS checked.

St Crispins School, London Road, Wokingham, Berkshire RG40 1SS
www.crispins.co.uk

Assistant Headteacher
Leadership Pay Scale 10-14 • Required September 2021

Keen to further develop your leadership skills at a high attaining school with outstanding leadership and student behaviour described as exemplary by Ofsted?

As a dynamic, effective influencer with strong interpersonal skills and sound judgement who thrives in a fast-paced, changing environment, you will share our ethos of 'Excellence for All' which encapsulates our commitment to do the very best for both students and staff.

You will work in partnership with other members of the Senior Leadership Team to provide high level strategic, management and operational direction for the school, sharing the responsibility for setting, maintaining, monitoring and improving standards. Also, you will maximise the collaborative opportunities across the schools who form part of The Circle Trust.

We offer:
• A welcoming, supportive and friendly work environment.
• Flexibility to develop responsibilities that reflect your unique experience, skills and interests.
• High level of support, professional development and genuine commitment to promoting the welfare of children and young people.

Visits to the school are warmly welcomed. For more information and to apply please contact Mel Knight by emailing knightm@crispins.co.uk or visit www.crispins.co.uk/vacancies

Closing date: 9am, Monday 3 May 2021.
Interviews: Thursday 13 and Friday 14 May 2021.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are subject to enhanced DBS clearance and satisfactory references.
Assistant Headteacher
Full Time, Permanent

Salary: £55,338 - £61,166 per year (LPS12-16) | Start date: September 2021

An exciting opportunity has arisen for exceptional leaders and practitioners to apply for one of two Assistant Headteacher posts at Parkside School. The exact responsibilities of the successful candidates will be decided following recruitment, but we are looking for candidates who have experience/knowledge in at least 2 of the following areas:

- Achievement and data
- Curriculum, including timetabling
- Teaching and Learning
- Literacy

- Ensuring that there is a consistent whole school approach to literacy as a critical part of the curriculum intent.
- Ensuring that students who arrive below age related expectations with respect to reading are provided with high quality interventions, the impact of which is closely monitored.

Unfortunately, due to COVID-19 we are not arranging visits to the school. If you would like to have an informal phone conversation about these roles with me please contact my PA on jill.britton@parksideschool.net to arrange a suitable time.

If you are as excited by this challenge as we are and you think this might be the role for you, please apply by following the link below, having taken note of the attachments, by the closing date of Tuesday 27th April at 10:00 am.

Shortlisting will be completed by Friday 30th April

Interviews for successfully shortlisted candidates will be on Thursday 6th and Friday 7th May

The School has adopted the principles of Safer Recruitment and will safeguard and promote the welfare of children and young people and expects all staff and volunteers to do the same. Successful applicants will be required to undertake an enhanced criminal records check via the Disclosure and Barring Service. Parkside School is an Equal Opportunities Employer.

Head of Special Educational Needs & Disability (SEND)
Children, Families and Education Department
£67,558 to £70,647, Full-time Permanent

Applications returnable by 9 May 2021
Reference: CF&E/21/148241

We are looking to recruit a Head of SEND with drive and ambition to help us deliver on our strategic priorities, place children and young people’s voice at the heart of everything we do and continue to build a model that is integrated and responsive to needs, ensuring children and young people are given the best possible opportunities to achieve their ambitions and reach their potential.

We need great people, with compassion and energy to really make a difference to their lives. The council and its partners have pledged to #BeTheDifference.

To find out more and apply please visit wirraljobs.jgp.co.uk
Wirral Council is an Equal Opportunities and Disability Confident employer.

Wirral is a fantastic place to live, work and visit. We are an employer who supports, who is flexible but who demands the very best.
We want people who are driven, unstoppable, and ready to deliver.

Head of Special Educational Needs & Disability (SEND)
Children, Families and Education Department
£67,558 to £70,647, Full-time Permanent

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To find out more and apply please visit wirraljobs.jgp.co.uk
Wirral Council is an Equal Opportunities and Disability Confident employer.
Coronavirus: helping your students and teachers to stay safe and continue learning

Your school has faced unprecedented disruption. As you reopen classrooms we can support you every step of the way, from helping you to support your students, no matter where they're studying to ensuring you've Covid-safe classrooms and you're effectively managing Test and Trace, all while looking after everyone’s wellbeing.

Find out more: tes.com/coronavirus
The King’s School is looking for enthusiastic and passionate individuals to apply for the following full time - permanent positions for the 1st September 2021:

**Curriculum Leader of MFL**
Salary: GBP £25,714 - £41,604 per year (MPS/UPS plus TLR2c-d)
Apply by 10:00am on Monday 10th May 2021.
Ref: P495

**Teacher of Science**
Salary: GBP £25,714 - £41,604 per year (MPS/UPS)
Apply by 10:00am on Friday 07th May 2021.
Ref: P488

**Curriculum Leader of DT**
Salary: GBP £25,714 - £41,604 per year (MPS/UPS)
Apply by 10:00am on Friday 7th May 2021.
Ref: P487

**Curriculum Leader of Art**
Salary: GBP £24,715 - £41,604 per year (MPS/UPS plus TLR2a-d)
Apply by 10:00am on Friday 7th May 2021.
Ref: P486

Pontefract Academies Trust is a cross phase Multi Academy Trust comprising of eight schools, six primaries and two 11 – 16 secondary schools. The Trust is a medium sized family of schools all located within a tight geographic hub within Pontefract. Pupils are drawn from the local community that includes a mix of different catchment areas.

We are looking for dedicated and enthusiastic teachers who:
- has a friendly manner and can communicate effectively with staff and pupils
- will make a difference in changing children’s life chances
- has the skills and abilities to support children of all abilities and personal needs
- can work effectively as part of a team but can also work independently using their own initiative
- has the ability to form effective relationships with pupils and parents/carers

For more information on the roles, or to discuss a visit (depending on current covid restrictions) please contact the school at 01977 601701 or via email at admin@kings.patrust.org.uk.

To obtain the application forms, please visit our website at www.pontefractacademiestrust.org.uk/vacancies.

Completed application forms should be returned by email to recruitment@patrust.org.uk

We are an equal opportunities employer welcoming applications from everyone. The Pontefract Academies Trust is wholly committed to ensuring children and young people are fully supported and safe. We are dedicated to the safeguarding of all children and young people whilst promoting their welfare. Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure and pre-employment checks. Successful applicants will also be asked to provide criminal conviction information.
## Primary School
- 62-64 Main Scale (MPS)
- 62 Teaching Assistants

## Independent Prep School
- 102 Art & Design
- 102 English
- 102 Geography
- 103 Mathematics
- 103-104 Music
- 104 Physical Education
- 104 Science
- 104 Other than by Subject

## Secondary School
- 65 Special Needs
- 65 Art & Design
- 66 Business Studies & Economics
- 67-69 Design & Technology
- 67 Drama
- 69-72 English
- 72 Food Technology
- 73 Geography
- 73-74 History
- 74 Humanities
- 74-75 Information Technology
- 75-79 Mathematics
- 79-80 Modern Languages
- 80-81 Music
- 81-82 Pastoral/Curriculum Management
- 82 Performing Arts
- 83 Physical Education
- 84 Psychology
- 84 Religious Education
- 85-88 Science
- 88 Biology
- 88 Physics
- 88 Sociology
- 88-89 Other than by Subject

## Special Education School
- 62 SEN
- 62 Main Scale (MPS)

## Independent Senior School
- 89-90 Special Needs
- 90-91 Art & Design
- 91-92 Business Studies & Economics
- 92 Classics
- 92 Design & Technology
- 92 Drama
- 92-93 English
- 93 Food Technology
- 93-94 Geography
- 94 History
- 94-95 Information Technology
- 95-96 Mathematics
- 96 Media Studies
- 96-97 Modern Languages
- 97 Music
- 97-98 Physical Education
- 98 Psychology
- 98-99 Science
- 99 Biology
- 100 Chemistry
- 100-101 Physics
- 101-102 Social & Political Studies
- 102 Other than by Subject

### Appointments
- 105-107 General Appointments

### International Appointments
- 107 Africa
- 107-128 Asia
- 128-129 Europe
- 129 North America
- 129 South America

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### Early May Bank Holiday

Due to the May bank holiday, please note the following changes for Tes Magazine issue Friday, May 7th:

- **Friday, April 30th:** Booking deadline at 3pm.
- **Deadline for final artwork:** no later than 5pm.

Thank you
SEND Class Teacher
Salary: MPS / UPS
Full Time, Fixed Term
Start date: 01/09/2021

Kelford School

Nexus is a forward looking, ambitious and passionately child-centred Multi Academy Trust, based in South Yorkshire. For children and young people aged between 2-19 with a range of learning difficulties and complex needs, of which Kelford School is one.

We are looking for talented, motivated, enthusiastic, child-centred teachers to join our team on our journey to the next level of excellence, during this exciting time of growth and change.

We are looking for organised, passionate and enthusiastic teachers with a deep commitment to working with children and young people with complex and multiple learning difficulties and their families, who are committed to providing the highest quality learning experiences for our children and young people.

You will be a person who can work using their own initiative and have the ability to lead, manage and develop a team with knowledge and experience of delivering a personalised learning approach and person centred thinking.

Closing Date: 30 April 2021

If you would like to visit the school and see us at work we have arranged visits to the school for the following dates and times, 22nd April @ 1pm, 27th April @ 10am or 29th April @ 1pm. If you would like to arrange a visit please contact Sam Sayles on 01709 512088.

More information is available on our school website www.kelfordschool.com.

This post involves working with vulnerable children and therefore if successful you will be required to apply for a disclosure of criminal records at an enhanced level. Further information about the Disclosure Scheme can be found at www.disclosure.gov.uk.

Closing Date: 30 April 2021

If you would like to visit the school and see us at work we have arranged visits to the school for the following dates and times, 22nd April @ 1pm, 27th April @ 10am or 29th April @ 1pm. If you would like to arrange a visit please contact Sam Sayles on 01709 512088.

More information is available on our school website www.kelfordschool.com.

This post involves working with vulnerable children and therefore if successful you will be required to apply for a disclosure of criminal records at an enhanced level. Further information about the Disclosure Scheme can be found at www.disclosure.gov.uk.

Closing Date: 4 May 2021

Ark is committed to safeguarding and promoting the welfare of children and young people in our academies. In order to meet this responsibility, we follow a rigorous selection process. All successful candidates will be subject to an enhanced Disclosure and Barring Service check.

Primary Class Teacher
Start date: 01/09/2021

Contract: Full Time, Permanent
Salary: Ark Teacher Main Pay Scale (AM1-AM6)

The Role

• To develop high quality teacher practice and planning that ensures outstanding outcomes for pupils

• To develop an inspirational curriculum that meets the needs of all pupils

• To deliver outstanding teaching and learning to ensure pupils achieve excellent academic results

Key Responsibilities

• To be an inspirational and outstanding Primary class teacher

• To plan, resource and deliver lessons and sequences of lessons to the highest standard that ensures excellent learning takes place and pupils make outstanding progress

• To contribute to the effective workings of the academy

Please apply via Tes website (www.tes.com) for an application form

Closing Date: 4 May 2021

The Harbour School

The Harbour School ‘Stronger Together’

Teacher- Construction / Design Technology
Salary: MPS + SEN allowance
Full Time / Part Time, Permanent

An exciting opportunity has arisen for a Construction/ Design Technology trained teacher to work at our SEHM School on a permanent basis from September 2021. Full or part time considered.

We are looking to appoint an enthusiastic, committed teacher who has a range of skills and experience to call upon.

The successful candidate will be a talented, enthusiastic and dedicated individual with high expectations to teach in our secondary setting. The successful candidate will play a significant role in improving the quality of teaching and pupils’ learning, together with promoting the vision, values and aspirations of the school and its wider community.

Closing Date: Friday 7th May 2021

To apply or for more information, please visit: www.tes.com/jobs

Graduate Teaching Assistants
Permanent, term time only
Actual annual salary will be £16,956–£18,208 based on 3125 hours per week, 39 weeks per year

Would you like to join an exciting primary school situated in the heart of London’s Docklands? Would you like to work with a highly skilled team that provides outstanding education to its children and invests in their staff?

Redriff Primary School is currently looking to recruit Teaching Assistants to join our team. The role of a Teaching Assistant is to aid the Teacher in delivering curriculum to the class and support the pupils in their understanding of teacher led learning activities.

For more information about the school and to download an application pack, please visit our website www.redriff.southwark.sch.uk

Closing date for applications: 27th April 2021

Interviews: w/c 3rd May 2021

We are looking for:
We are looking for an enthusiastic and dynamic teacher who is committed to the development of our children and our school. You will be driven, creative and energetic in your teaching and have the confidence to ‘have a go’ at anything new to improve the learning in your class.

In return we want you to give us your best and our non-negotiables are outstanding attainment and progress for every child, coupled with kindness and warmth.

This post is fixed term for a year in the first instance and is required to commence September 2021

Closing date: Monday 26th April 2021

Interview date: Wednesday 5th May 2021

To apply:
Please click on the ‘Quick Apply’ link on the tes.com/jobs website.
The Vale Academy is on an exciting journey of development as we strive to improve educational outcomes for our pupils. We are looking for a creative and innovative Teacher to join our team and play a key role in motivating and inspiring young learners. In everything we do, we aim to create a positive and safe environment to foster success and impact our students’ lives.

The role a teacher plays is truly instrumental; it is their ability, skillset, knowledge and enthusiasm, which determines the success of children they teach. Therefore, we are looking for an excellent teacher who knows how to enthuse and connect with children to ensure our pupils’ have the best possible chance to thrive. This role is suitable for a Newly Qualified Teacher as well as a teaching colleague with more experience.

We understand that as a teacher, there are various pressures that come with the extensive preparation that is required for all pupils to make great progress. As much as we look for teachers who will invest and care about our pupils, it is equally important to us that we support and invest in our teachers too. As part of the Trust’s Primary Partnership you will have access to extensive on-line training (at every level), and programmes to significantly develop your own skills through internal and external training.

The successful candidate will:

- Set goals that stretch and challenge pupils of all backgrounds and abilities
- Be accountable for pupils’ attainment, progress and outcomes
- Impart knowledge and develop understanding through effective use of lesson time
- Make use of formative and summative assessment to record pupils’ progress

We believe in the safeguarding and welfare of children and expect all staff to share this view. The Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks. Successful applicants will also be asked to provide criminal conviction information.

Closing Date: 11 May 2021
Inspire their remarkable

Plumberow Primary Academy

Key Stage 2 teacher (Year 6)

MPR/UPR Plus TLR

Permanent
September 2021

We are looking to recruit an experienced KS2 Teacher (Year 6) to join the team from September 2021 and take on a responsibility with a TLR as part of the senior leadership team, playing a pivotal role in whole school improvement. You will be a real team player, to help our children continue to make good progress and achieve their full potential. In return for your inspirational teaching, you will become part of a committed team and receive support for your own professional development for which we strongly encourage.

We offer:
• More opportunity to grow your career - We'll support you in developing your career and experience at this school or another AET school.
• More tailored support - We understand every academy is unique. We'll give you tailored support and flexibility, allowing you to do what's best for your children.
• More chance to see what's out there - We create opportunities for teachers to visit other AET academies and learn from outside experience.

Closing date: Tuesday 30 April 2021

To apply:
In line with our safeguarding practices we are unable to accept CV’s. Come inspire their remarkable with us, apply today by clicking on the ‘apply button’ on Tes.com/jobs

We are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service check will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

ARKN network, you will be supported by unrivalled training and CPD to develop yourself as an outstanding teacher/leader. We offer twice the standard number of professional training days, attractive remuneration, above the national pay scales, as well as a range of benefits including reduced gym membership and retail discounts.

If you are interested in this exciting opportunity, we would be delighted to hear from you.

Visits to our school are warmly encouraged; to arrange, please call Patricia Kellet on 0207 565 5875.

Deadlines: 12am – Wednesday 5th May 2021

However if a suitable candidate applies we may also interview on earlier dates.

Interviews: Tuesday 11th & Wednesday 12th May 2021

Ark is committed to safeguarding and promoting the welfare of children and young people in our academies. In order to meet this responsibility, we follow a rigorous selection process. All successful candidates will be subject to an enhanced Disclosure and Barring Service check. This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent English is an essential requirement for this role.

EYFS Class Teacher

Full Time/ Permanent
Salary: GBP £32,960 - £43,689 per year (ARK Mainscale)
Location: Ladbroke Grove, London
Start Date: September 2020

"Parents say the school is amazing and inspectors agree" Ofsted 2016.

We are seeking a dynamic practitioner to join our staff team for September.

Our ideal candidates will:
• be an aspirational team-player, demonstrating high levels of ambition for both themselves and their students
• work with a like-minded team, developing curriculum excellence with students
• share our passion for giving children life-changing experiences as part of the school curriculum

Ark Network, you will be supported by unrivalled training and CPD to develop yourself as an outstanding teacher/leader. We offer twice the standard number of professional training days, attractive remuneration, above the national pay scales, as well as a range of benefits including reduced gym membership and retail discounts.

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Primary class teacher

Full time, Permanent | Scale: MPS/UPS
Required from September 2021, an experienced upper KS2 practitioner with a proven track record of using innovative approaches to securing high levels of student achievement through excellent teaching and learning.

The Halifax Academy is the only 4-16 all-through school in Calderdale. Our brand new primary phase building opened in February 2016. We are committed to and passionately believe in all through education. Our Academy is supported and challenged by a skilled and proactive governing body. The Halifax Academy is part of the Impact Education Trust, we are on a mission to improve the life chances of children and young people and improve social mobility. We are a Trust where Hearts and Minds connect through values driven partnerships and collaborative working.

Application forms and further details can be downloaded from the Academy’s website at www.thehalifaxacademy.org

Completed applications should be emailed to recruitment@thehalifaxacademy.org by 9am on Friday 22nd April 2021.
**Secondary Education**

**Cu rriculum Leader of Art**

Due to the growing popularity of the team from September 2021, we are seeking to appoint a committed and dynamic SENCo to join our numbers. We are looking for a candidate with experience of working in schools and the desire to develop their skills in the field of Special Educational Needs and Disabilities, specifically Visual Impairment.

If you applied for a position through a local authority, please contact the school at admin@kings.patrust.org.uk or telephone 0161 795 3005 for further information.

**Co-op Academy Manchester**

**SENCO and Deputy Designated Safeguarding Lead**

*Full Time / Permanent*

*Salary: Ark MPS/UPS (Inner London) £32,960 - £52,976 plus £2,269 SEN Allowance*

*Location: Labroke Grove, London*

*Start Date: September 2020*

We are looking for a highly motivated SENCo who has the vision and desire to lead in a school that has a dedicated speech and language resource base. Our ideal candidates will:

- be passionate about developing our resource base as a centre of excellence, embedding successful approaches across the school, network and beyond
- work with a like-minded team, developing curriculum excellence together in an area of high deprivation
- share our passion for giving children life-changing experiences and qualifications as part of the school curriculum
- dedicate their expertise to removing all barriers to children’s learning

This is a great opportunity to have a real and lasting impact. As part of the Ark Network, you will be supported by unrivalled training and CPD to develop yourself as an outstanding leader. We offer twice the standard number of professional training days, attractive remuneration, above the national pay scales, as well as a range of benefits including reduced gym membership and retail discounts.

We are willing to consider candidates who have not previously been a SENCo.

Applicants are not required to hold a SENCo qualification.

Visits to our school are warmly encouraged: to arrange a visit, please call Patricia Kellet on 020 7665 5876.

To apply, please visit our website: [http://arkbrunelprimary.org/vacancies](http://arkbrunelprimary.org/vacancies)

**Closing date:** Monday, 26 April 2021 (12:00 noon)

**The school is committed to safeguarding and promoting the welfare of children and young people whilst promoting their welfare. Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure and pre-employment checks. Successful applicants will also be asked to provide criminal conviction information.**

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**Primary Education**

**Teacher of Visual Impairment**

**FTC until July 2022**

*Full Time, Fixed Term*

*Salary: MPS/UPS + (SEN 1 UPTO SEN 2)*

*Start date: September 2021*

This post will be based within the Specialist Provision for Visual Impairment (VI). We are looking for a candidate for working and the desire to develop their skills in the field of Special Educational Needs and Disabilities, specifically Visual Impairment.

If needed, all training would be provided through internal and external specialist training as well as the opportunity to work alongside experienced Educational Teaching Assistants and Qualified Teachers of Visual Impairment within the Specialist Provision to develop your skills and knowledge of VI.

This role would see you delivering the additional curriculum as well as pre and re teaching of subjects from across the mainstream curriculum to support student’s access to their mainstream lessons.

Please complete the online application on [www.tes.com/jobs](http://www.tes.com/jobs) to register your interest.

**The closing date for applications:** 9 am 3rd May 2021

**Pontefract Academies Trust**

**Teacher of SEND Literacy and Mainstream English**

*Full Time, Maternity Cover*

*Start date: September 2021*

*Salary: Inner London Payscale*

We are a ‘popular and oversubscribed’ (Ofsted), mixed, multi-ethnic 11-19 comprehensive school of 1,550 students. We require, a Teacher of SEND Literacy and Mainstream English (maternity cover) to join our ‘diverse and harmonious learning community’ (Ofsted).

We offer a supportive and vibrant learning community, outstanding CPD and the opportunity for collaborative working.

This exciting opportunity now exists for an ambitious and talented professional to join our highly successful school.

To apply, please visit: [www.tes.com/jobs](http://www.tes.com/jobs) for more details of this post or contact the school to request an information pack.

**Closing date:** Monday, 26 April 2021 (12:00 noon)

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**Curriculum Leader of Art**

*Full Time – Permanent*

*Salary: GBP £24,715 – £41,604 per year (MPS/UPS plus TLR2a-d)*

*Required for September 2021*

*Ref: P486*

Pontefract Academies Trust is a cross phase Multi Academy Trust comprising of eight schools, six primaries and two 11-16 secondary schools. The Trust is a medium sized family of schools all located within a tight geographic hub within Pontefract. Pupils are drawn from the local community that includes a mix of different catchment areas.

We are seeking to appoint an enthusiastic, hardworking and committed Curriculum Leader of Art to join The King’s School. This candidate will be responsible for strategically leading the direction and development of the curriculum area, raise standards of student attainment and achievement, and provide strategic leadership across the areas in accordance with the aims and objectives of the school.

This is a permanent, 1 FTE contract.

We are looking for a dedicated and enthusiastic person who:

- has a friendly manner and can communicate effectively with staff and pupils
- will make a difference in changing children’s lives
- has the skills and abilities to support children of all abilities and personal needs
- can work effectively as part of a team but can also work independently using their own initiative
- has the ability to form effective relationships with pupils and parents/rosers

For more information on the role, or to discuss a visit (depending on current covid restrictions) please contact the school at 01977 601701 or via email at admin@kings.patrust.org.uk.

To obtain an application form please visit our Trust website at [www.pontefractacademiestrust.org.uk/vacancies](http://www.pontefractacademiestrust.org.uk/vacancies).

Completed application forms should be returned by email to recruitment@patrust.org.uk no later than 10:00am on Friday 7th May 2021.
Teacher of A Level Business & Economics

Full Time, Permanent
Start date: September 2021
On behalf of the Academy Committee, we are seeking an inspirational Teacher of Business & Economics for September 2021 to join our wonderful school at Cardinal Wiseman Catholic School within The Romero Catholic Academy. This is an exciting time to be part of a growing team as we strive for academic excellence for all students in our care. We offer GCSE Business, BTEC National Extended Certificate in Business and A Level Economics. There may also be the opportunity to teach some ICT within the school timetable.

We would be delighted to show you around our school, to arrange a visit, please contact Mrs Renata Robins on 02476 617 231 or email admin@cardinalwiseman.coventry.sch.uk. Further information is available from www.romeromac.com/vacancies

Applications to the Headteacher, Jonathan Morrell, to include school application form, covering letter and full contact details of two referees should be sent to applications@queens.herts.sch.uk

Closing date: 28 April 2021

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. All posts are exempted under the Rehabilitation of Offenders Act 1974. Applicants will be required to provide evidence of criminal convictions. For the purpose of this Section 114 of the Criminal Justice and Police Act 2001, we are not a specified public authority.

NQTs are encouraged to apply. If you are currently undertaking initial teacher training you will have demonstrated outstanding potential and aptitude for post-16 teaching.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The successful candidate will be required to undertake an Enhanced Disclosure via the Disclosure and Barring Service.

Applications and screening questions are available from www.romeromac.com/vacancies/apply. Application forms must be submitted by Monday 26th April 2021 and are to be returned to Deben Park High School, Deben Park High School, Deben Road, Ipswich IP3 9RF.

Closing date: Monday 26th April 2021

Cardinal Wiseman Catholic School
Deben Park
Ipswich
IP3 9RF
Tel: 01473 264151
email: admin@cardinalwiseman.coventry.sch.uk
Website: www.romeromac.com

Teacher of Citizenship & RE

Pay Range: Teachers Main Pay Scale £25,714 - £36,961 (Point 1 - M6)
Start Date: September 2021
Philip Morant is a popular mixed comprehensive in north-east Essex. It is a happy school in which students feel nurtured, achieve highly and are well prepared for the next stage of their education. We have made significant progress since our last Ofsted inspection, including three sets of fantastic examination results. Over the last three years students have performed well, with more students achieving strong passes (grade 5+) in both English and Maths.

We are seeking to appoint an enthusiastic and inspirational Teacher of Citizenship & RE on a full-time, permanent basis from September 2021. Both experienced and newly qualified teachers are encouraged to apply. This is a great opportunity for a teacher who really wants to make a difference to the lives of young people.

This is an exciting time to join the school & college based in Colchester, Essex. The school benefits from being part of a large, multi-academy Trust of local schools, which affords opportunities for staff to work and progress across several schools if desired.

For additional information about the Trust and this school, please visit our website: www.sigmatrust.org.uk

To apply for this post, please complete an application form, available from The Sigma Trust’s website and return it to recruitment@sigmatrust.org.uk

Please read the Notes for Applicants document attached to our online advert on tes.com/jobs.

Closing Date: Midnight, Sunday 25th April 2021

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The successful candidate will be required to undertake an Enhanced Disclosure via the Disclosure and Barring Service.

Applications should be submitted via the online portal. You will be required to familiarise yourself with the application form and other documents related to the post. Please ensure that you provide a detailed covering letter highlighting your suitability for the role.

Applications and screening questions are available from www.romeromac.com/vacancies/apply. Application forms must be submitted by Monday 26th April 2021 and are to be returned to Deben Park High School, Deben Park High School, Deben Road, Ipswich IP3 9RF.

Closing date: Monday 26th April 2021

Cardinal Wiseman Catholic School
Deben Park
Ipswich
IP3 9RF
Tel: 01473 264151
email: admin@cardinalwiseman.coventry.sch.uk
Website: www.romeromac.com

We would be delighted to show you around our school, to arrange a visit, please contact Mrs Renata Robins on 02476 617 231 or email admin@cardinalwiseman.coventry.sch.uk.

English

Further information is available from www.romeromac.com/vacancies. Opportunities employer.
**SECONDARY EDUCATION**

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**Netherwood Academy**  
South Yorkshire S73 8PE  
Principal: Jonny Mitchell

**Teacher of PSHCE/Citizenship**  
**Salary:** £25,714 - £41,604 per year (MPS/UPS)  
**Contract Type:** Permanent  
**Required:** September 2021

We are looking for a Teacher of PSHCE/Citizenship who has the highest aspirations, passion and expertise to be able to provide the inspiring teaching that will continue our journey to bring positive change throughout the academy and in the PSHCE/Citizenship department. You will be an outstanding classroom practitioner who has the ability to inspire, challenge and motivate to ensure that students are given the best opportunity to succeed, not only in the classroom but in life. We welcome all applicants who meet the criteria in the accompanying recruitment pack to apply for this exciting role.

Application packs can be downloaded from the Netherwood Academy website https://astreanetherwo od.org/ or the Astrea Academy Trust website https:// astreaacademytrust.org/vacancies. Applications should be returned by the closing date to Miss J Crossland, Assistant Business Manager, Netherwood, Dove Valley Way, Wombwell, Bamsley, S73 8BE or emailed to jade.crossland@astreanether wo od.org

The closing date for applications is 12.00 noon on Friday 7th May 2021

Interview dates: TBC

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We are committed to safeguarding and promoting all staff and volunteers to share this commitment.

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**Curriculum Leader of DT**  
**Full Time - Permanent**  
**Salary:** GBP £25,714 - £41,604 per year (MPS/UPS)  
**Required for September 2021**  
**Ref:** P487

Pontefract Academies Trust is a cross phase Multi Academy Trust comprising of eight schools, six primaries and two 11 – 16 secondary schools. The Trust is a medium sized family of schools all located within a tight geographic hub within Pontefract. Pupils are drawn from the local community that includes a mix of different catchment areas.

We are seeking to appoint an enthusiastic, hardworking and committed Curriculum Leader of DT to join The King’s School. His candidate will be responsible for strategically leading the selection and development of the curriculum area, raise standards of student attainment and achievement and provide strategic leadership across the areas in accordance with the aims and objectives of the school.

This is a permanent, 1 FTE contract.

We are looking for a dedicated and enthusiastic person who:

- has a friendly manner and can communicate effectively with staff and pupils
- will make a difference in changing children’s lives chances
- has the skills and abilities to support children of all abilities and personal needs
- can work effectively as part of a team but can also work independently using their own initiative
- has the ability to form effective relationships with pupils and parents/carers

For more information on the role, or to discuss a visit (depending on current covid restrictions) please contact the school at 01977 601701 or via email at admin@kings.patrust.org.uk. You can access the Trust’s Strategic Plan 2020-22 here: https://www.pontefractacademiestrust.org.uk/wp-content/uploads/2020/01/PAT-Strategic-Plan-2021-02.pdf

To obtain an application form, please visit our website at www.pontefractacademiestrust.org.uk/vacancies. Completed application forms should be returned by email to recruitment@patrust.org.uk no later than 10.00am on Friday 7th May 2021.

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**Drama with English Teacher**  
**Permanent, full time**  
**Inner London Main/Upper Pay Scale**  
**Required September 2021**

Join a team that’s as ambitious as you are.

We are seeking a Drama with English Teacher to join us in September 2021. As a member of our staff you will be instrumental in laying the foundation of outstanding standards of education and creating a stimulating and purposeful environment where our pupils can make excellent progress. It is essential for candidates to be able to teach Drama at KS3 and KS4. It is highly advantageous if you can teach Drama up to KS5 and English up to KS4.

For full details please see the TES website and apply online.

Closing date for applications:  
Thursday 29th April 2021, 10am

Interviews are likely to be held week commencing Monday 3rd or Monday 10th May 2021

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.

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**TEACHER OF DRAMA**

**Full Time, Permanent**  
**Start date:** 1st September 2021  
**Apply by:** 4 May 2021

We are seeking to appoint a dynamic and passionate individual to join our new boys’ secondary school situated in the London Borough of Bromley. You will be joining us at an exciting point in our growth and development. Having just moved into our new school building, the successful candidate will teach KS3 Drama, confidently establish Drama at GCSE and market it successfully for future cohorts of students.

In return, we offer you the chance to be part of a pioneering team working in state-of-the-art facilities, creating a fantastic school serving this local community. We also offer you the support network of our established partner School, Bullers Wood School for Girls, as well as opportunities for enhanced professional and career development within the School and across Bullers Wood Multi Academy Trust.

To apply please go to tes.com/jobs

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**TEACHER OF CATERING, DESIGN TECHNOLOGY**

**Full Time, Permanent**  
**Start date:** 1st September 2021  
**Apply by:** 4 May 2021

We are seeking to appoint a dynamic and passionate individual to join our new boys’ secondary school situated in the London Borough of Bromley. You will be joining us at an exciting point in our growth and development. Having just moved into our new school building, the successful candidate will confidently establish Catering as a KS3 and GCSE Subject as well as teach Design and Technology.

In return, we offer you the chance to be part of a pioneering team working in state-of-the-art facilities, creating a fantastic school serving this local community. We also offer you the support network of our established partner School, Bullers Wood School for Girls, as well as opportunities for enhanced professional and career development within the School and across Bullers Wood Multi Academy Trust.

To apply please go to tes.com/jobs

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**Teacher of Design & Technology**

**Location:** NUAST, Nottingham  
**Salary:** GBP £25,714 - £41,604 per year (MPS/UPS)  
**Contract:** Full Time - Permanent  
**Start Date:** September 2021

We are looking to appoint a dynamic Teacher of Product Design that can support our specialist approach to learning. At NUAST, our staff are not simply teachers. They are passionate advocates for their subject and an invaluable link between education and industry.

To apply for this opportunity please visit: nuast.org.uk/page.php?tp=vac for further details including job description or see Tes.com

**Closing Date:** 4 May 2021

The Nova Education Trust is a cross-phase Multi-Academy Trust based in Nottinghamshire. The schools in our portfolio includes both secondary and primaries, working in a range of contexts. Our track record demonstrates our ability to deliver our core goal, achievement for every child.

At NUAST, our staff are not simply teachers. They are passionate advocates for their subject and an invaluable link between education and industry.

To apply for this opportunity please visit: nuast.org.uk/page.php?tp=vac for further details including job description or see Tes.com

**Closing Date:** Monday 3rd May 2021

**Interview date:** will commence shortly after the closing date.

**To apply:** Please click on the ‘Quick Apply’ link on the tes.com/jobs website.

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**Teacher of Design & Technology/Food/Textiles**

**Location:** NUAST, Nottingham  
**Salary:** £26,714 - £41,604 per year (MPS/UPS)  
**Part Time, Permanent**  
**Required:** September 2021

We are looking for an enthusiastic person to join our Design and Technology department as a part-time Teacher (approx. 0.36 FTE). The ability to teach Food Technology and/or Textiles would be advantageous. The department has a strong and stable team and is renowned for its supportive and collaborative working relationships. D&T results have consistently been amongst the very best in the school over a number of years.

To apply for or more information, please visit: tes.com/jobs

**Closing Date:** midday, Monday, 26th April

**Interviews:** w/c 3.5.21

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.

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**Teacher of Product Design**

**Location:** NUAST, Nottingham  
**Salary:** GBP £25,714 - £41,604 per year (MPS/UPS)  
**Contract:** Full Time - Permanent  
**Start Date:** September 2021

We are looking to appoint a dynamic Teacher of Product Design that can support our specialist approach to learning. At NUAST, our staff are not simply teachers. They are passionate advocates for their subject and an invaluable link between education and industry.

To apply for this opportunity please visit: nuast.org.uk/page.php?tp=vac for further details including job description or see Tes.com

**Closing Date:** 4 May 2021

The Nova Education Trust is a cross-phase Multi-Academy Trust based in Nottinghamshire. The schools in our portfolio includes both secondary and primaries, working in a range of contexts. Our track record demonstrates our ability to deliver our core goal, achievement for every child.

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**Sawtry Village Academy**

**Design Technology Teacher**

**Salary:** £25,714 - £41,604 per year (MPS/UPS)  
**Full Time, Permanent**

**Start date:** Autumn term 2021

We are looking for a suitably qualified teacher of Design and Technology who can demonstrate excellent subject knowledge and a genuine enthusiasm for working with young people. You would be able to teach Resistant Materials from K5 to A Level along with the other technologies at KS3. Knowledge, understanding and competence in ICT would be an advantage for CAD/CAM.

This is an exciting time to join the academy as we continue our journey as part of a vibrant and forward-thinking Trust. If you would like to discuss further details about the role, please contact Faculty Lead, Corinne Wheeler (cwheeler@sva.co.uk)

**Closing date for applications:** Monday 26th April 2021 at 9am.

**Interviews will be held week later that week**

We reserve the right to close the advert early if a suitable candidate is found. Early applications are encouraged. The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All staff will be subject to an enhanced check with the DBS.

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**London Design & Engineering University Technical College**

**Teacher of Design Technology/Designing the Built Environment**

**Full Time / Part Time, Permanent**  
**Salary:** M1-UPS3 (£32,157 - £50,935)  
**Inner London**  
**Job starts:** September 2021

London Design & Engineering University Technical College (LDE UTC) is an oversubscribed technical skills provision that opened in 2016. This position is suitable for both experienced practitioners and those newly qualified, we also welcome applications from those wishing to work part time. If you are interested in pursuing a career in this vibrant, positive “can do” environment and feel that you have the enthusiasm and drive to make a real difference, then please apply for this truly rewarding opportunity, where together we can create the next generation of confident, independent, work-ready individuals.

**Closing date:** 4pm on Monday 3rd May 2021

**Shortlisting:** Throughout the advertising period

**Interviews:** TBC

To arrange an informal discussion, please email: Ema Mendes Martins, HR Manager on HR@LDEUTC.co.uk Please ensure you complete the application form attached to this vacancy and send to HR@LDEUTC.co.uk

NO: 550 growing to 750; Age range: 14+  
All appointments are subject to satisfactory references and an enhanced DBS check. LDE UTC is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
To lead a successful team which achieves excellent results at KS4 and KS5. The person appointed will lead the development of the department and the curriculum as well as bringing an excellent teacher with the skills and energy to help pupils achieve the best that is possible.

This is a rare opportunity to lead a large, very well resourced, and thriving D&T department for those existing or aspiring middle leaders who wish to lead and enhance a dynamic team with a strong culture of professional learning and development.

St. Paul’s is a thriving and successful Catholic school with an excellent reputation. Our commitment to excellent teaching and learning can be demonstrated through bespoke CPD opportunities and through the management of a growing and successful training school.

For further details and an application form please visit the school website: www.st-pauls.org.uk, e-mail enquiries@st-pauls.org.uk or call 01908 669735

Closing date for applications: Monday 26th April 2021 (10am).

To find out more about this exciting opportunity please visit the school website www.busheymeads.org.uk or email hr@busheymeads.org.uk.

Closing date for applications: Monday 26th April 2021 (10am).

Bushey St James Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An offer of employment will be subject to a number of pre-employment checks including ID and Right to Work in the UK, satisfactory written references, occupational health check and a successful Enhanced DBS check.

Aspire to Achieve ‘Our School has a Mind to be Kind’

Teacher of English

Salary: £25,714 - £41,604 per year (MPS/UPS + TLR 2a)

Full Time, Permanent

To lead and enhance a dynamic team with a strong culture of professional learning and development.

At Toot Hill School we strive as a school community to be the very best that we can be, with staff and students embodying our Work Hard, Be Kind, Take Pride ethos.

It is an exciting time to be joining Toot Hill School as we continue our extensive work on remodelling our curriculum to ensure it is truly ambitious for all. It has been carefully crafted and sequenced by our subject experts with the aim to take our students from novice to expert in each subject they study.

The closing date for this role is Monday 26th April 2021

To apply for this opportunity please visit: www.tes.com/jobs for further details including job description.

The Nova Education Trust is a cross-phase Multi-Academy Trust based in Nottinghamshire. Our Trust is committed to providing high quality education to all of our students, regardless of their backgrounds. Our track record demonstrates our ability to deliver our core goal, achievement for every child.

Closing date for applications: Monday 26th April 2021 (10am).

Priory Academy is a good school with outstanding features (Ofsted, June 2017). We strive for excellence by teaching and preparing our young people to have confidence, to accept and respond to challenges, to have an enduring passion for learning and to become independent thinkers with respect for themselves and others. We are looking to appoint an exceptional English Teacher to teach up to GCSE.

Further details can be obtained from the TES website or from our HR Team: hr@scholarseducationtrust.co.uk or call 01772 734425.

Closing date: 9:00am, 26th April 2021.

Scholars’ Education Trust is an equal opportunities employer. The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

For further details and an application pack please visit: archbishopholgate.academy/our-school/vacancies/

Closing date for applications: Monday 26 April, 8.00am

To apply visit wrenn.northants.sch.uk/joinus/

We are an equal opportunities employer. The organisation is committed to safeguarding and promoting the welfare of children, we expect all staff to share this commitment. All candidates for teaching positions will be required to undergo DBS checks, together with references from previous employers will be requested for short-listed applicants prior to interview.

Doddington Road Site: Doddington Road, Weltingborough, NN8 2JJ
London Road Site: London Road, Weltingborough, NN8 2DQ

23 APRIL 2021 Tes 69
Inspire their remarkable

**Ormiston Park Academy**

**Teacher of English**

**Start Date:** September 2021  
**Salary:** TMS (Fringe)  
**Location:** Aveley, Thurrock, Essex  
**Contract Type:** Full Time - Permanent

Are you...
- An enthusiastic and ambitious teacher?  
- Able to motivate and inspire students with a passion for your subject?  
- A good communicator with strong interpersonal skills?  
- Do you...  
- Have the highest aspirations for the students you teach?  
- Champion the importance of education in shaping the future of young people?  
- Want to embark on an exciting professional journey in a rapidly improving academy?

If so, we eagerly await your application. Ormiston Park is a small but growing 11-16 Academy. Our vision of 'Believe and Achieve' underpins all aspects of academy life in our impressive and well-resourced new buildings and grounds. You will join a caring and committed body of staff and enjoy working with friendly and enthusiastic students of whom we are extremely proud. You will play a vital role in providing the highest quality provision so that their aspirations become their reality.


For further details or to arrange a time to visit the Academy contact Sally Spraggon, PA to the Principal on 01708 865180 or spraggon@ormistonpark.org.uk. Job descriptions and Application forms are available on our website or by request. All applications are to be returned electronically or submitted via TES.

Closing date for receipt of Applications: 10th May 2021 if an appointment has not already been made.

Interviews date TBC dependent on receipt of application.

The Principal reserves the right to interview an outstanding candidate prior to the closing date without notice.

Ormiston Park Academy is committed to safeguarding and promoting the welfare of children and young people. Applications will be subject to references and enhanced DBS checks.

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**Bexleyheath Academy**

**Teacher of English**

**Salary:** Main Pay Range  
**Start Date:** September 2021  
**Age Range:** 11 - 18 years

**Why Bexleyheath Academy?**

Bexleyheath Academy is a non-selective comprehensive situated in the heartland of Kent grammar schools. The school is currently in special measures but will not be there for long.

We are looking for:
- Bexleyheath is actively seeking passionate and dedicated teachers who will join the fight to ensure that our students go on to lead remarkable lives.

We offer:
- More opportunity to grow your career  
- We’ll support you in developing your career and experience at this school or another AET school.  
- More tailored support - We understand every academy is unique. We’ll give you tailored support and flexibility, allowing you to do what’s best for your children.

Closing date: Monday 26 April 2021

Interviews will take place shortly after the closing date.

To apply:
- Come inspire their remarkable with us, apply today by clicking the apply now button on the ‘Tes.com/jobs’ website.

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**Corpus Christi Catholic High School**

**TEMPORARY TEACHER OF ENGLISH (MATERNITY COVER)**

**MPS/UPS | REQUIRED FROM SEPTEMBER 2021**

The governors of this thriving mixed 11-16 Catholic High School are seeking to appoint a well-qualified, ambitious and enthusiastic Temporary Teacher of English (Maternity Cover) to join an ambitious and highly supportive team.

Corpus Christi Catholic High School in Fulwood has become a school of choice for parents, following the publication of an exceptionally positive Ofsted report in February 2019. Over the last year, the school has been inundated with admissions requests from parents wanting their children to benefit from the high expectations and strong Catholic ethos that were commended by inspectors.

To accommodate this increase in numbers, the school is planning to recruit additional teachers in a range of subjects for September 2021.

The Ofsted report showed that inspectors were particularly impressed by the school’s pupils. Their good manners, good behaviour, respect for each other and keenness to learn were all praised in the report. Inspectors commented that ‘there is a calm and purposeful atmosphere around the school. Pupils are friendly and polite’.

Leaders at the school believe that improvements in the quality of teaching have had a strong impact on attendance. ‘Attendance has improved noted inspectors, because pupils enjoy coming to school’.

For more details, application form and information pack please visit our website: http://www.ccc.lancs.sch.uk

Closing Date: Monday 3 May 2021 at 12-noon

Interviews week commencing: To be confirmed following shortlisting

Corpus Christi Catholic High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any successful applicant will be required to undertake a Disclosure check by the Disclosure and Barring Service at an Enhanced level.

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**Tes 23 APRIL 2021**
Teacher of English

Closing Date: Wednesday, 5th May 2021 at 9am
Interview Date: Wednesday, 12th May 2021
Job Starts: 1st September 2021
Salary: M1 – U1

Are you looking for your next challenge? Do you relish the chance to work closely with great colleagues to make rapid sustained school improvement? If so, we have the perfect opportunity for you.

What we offer:
Beckfoot Trust schools work in partnership with a shared ambition to provide outstanding education for our students. We want our students to love learning and be well placed to do something great with their lives. We create remarkable learning environments in which students expect success because of their ambitious attitude to learning, the challenge provided by staff and the support they receive at home. High quality professional development and leadership training for staff are central features of our Trust. We leave no child left behind. We are committed to reducing the workload and prioritising the well-being of our staff.

What you offer:
We are looking for a talented English Teacher who is ambitious, positive, highly professional, and absolutely committed to ensuring that students achieve great outcomes and enjoy English.

Our intent is to achieve the very best for our young people, making them confident communicators with broad cultural capital and a desire to use their voice for positive change. We teach a range of challenging literature from different cultural, historical, social and political perspectives in order to make our learners knowledgeable and future ready.

To Apply: Please visit www.beckfoottrust.org

If you have any questions, please contact Kirsti Greer at kad@beckfootupperheaton.org or on 01274 493533 Ext. 14104

We are committed to safeguarding and promoting the welfare of children and young people that we work with. All successful staff will be requested to undertake an Enhanced Disclosure and Barring Service Check.

Closing Date: Wednesday, 5th May 2021 at 9am
Interviews are scheduled to take place Wednesday 12th May 2021

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<tr>
<th>Be unusually brave</th>
<th>Discover what’s possible</th>
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<tr>
<td>Push the limits</td>
<td>Be big-hearted</td>
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www.beckfoottrust.org

The Sigma Trust is committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment.

To apply for this post, please complete an application form, available from The Sigma Trust/this website and return it to recruitment@sigmatrust.org.uk quoting reference 652.

Closing date: Midnight, Monday 3rd May 2021

Interviews are scheduled to take place Wednesday 12th May 2021

In line with our safeguarding practices, we are unable to accept CV’s. To apply: Please visit ‘tes.com/jobs’ and click apply now.

<table>
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<tr>
<th>Be an excellent teacher</th>
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<tr>
<td>Bring an unwavering commitment to promoting the highest standards of teaching and learning across the department and the academy;</td>
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<tr>
<td>Have a relentless obsession about developing their own standards of teaching and learning to enable them to deliver excellent student outcomes;</td>
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<td>Be a committed team player;</td>
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<td>Have the ability to engage and inspire pupils and build excellent relationships;</td>
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<td>Be committed to Kingswood Academy’s ethos of high expectations and no excuses;</td>
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<tr>
<td>Be passionate and ambitious about their own career development</td>
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www.academiesenterprise.org.uk

Teaching at a Kingswood Academy is an inspirational journey for everyone involved. Whether you are a newly qualified teacher (NQT), a teacher in training, a new leader ready to take the helm or an outstanding senior leader looking to make their first move into senior middle leadership or an outstanding Second in Department ready for a bigger challenge.

Requirements

- A minimum of a 2:2 in English and English Literature
- A passion for English
- A vision for leadership
- High expectations and a commitment to developing the full potential of all students
- Strong classroom practice
- The ability to work effectively as part of a strong and collaborative team
- A belief in the quality of education and learning

Closing date: Friday 7th May 2021

Interviews: Scheduled for Wednesday 12th May 2021

Final decision made by Monday 17th May 2021

If you are an ambitious and inspirational Head of English

We are seeking to appoint an exceptional and inspirational Head of English.

This is a fantastic opportunity for an outstanding classroom practitioner with aspirations to be a senior leader, a current Head of subject looking to make their first move into senior middle leadership or an outstanding Second in Department ready for a bigger challenge.

Opportunities for further progression as part of The James Hornsby Senior Team and across the MAT will be available for enthusiastic and ambitious candidates.

Closing date: Midday Tuesday 27th April 2021

For more information please visit
https://www.jameshornsby.essex.sch.uk/Useful_Information/Recruitment/

Completed applications should be emailed to recruitment@zmat.co.uk

St Helena School

We are looking to appoint an outstanding and inspirational teacher of English. The position will suit an experienced or newly qualified teacher.

Do you believe that there are no limits to student achievement? If so, why not consider joining our school and make a real difference to our students.

For teachers currently undergoing teacher training, a start date of July 2021 will be considered, on completion of training courses.

This post will be fixed term for 1 year in the first instance, with a view to becoming a permanent position.

We are looking for you if you have:

- Qualified Teacher Status
- Ability to teach lessons that challenge all students in English
- A passion for teaching and making a real difference to young people
- Commitment to safeguarding and child protection
- If you are a dynamic teacher who would like to work in a supportive and collaborative environment and you feel that you have the enthusiasm and commitment required to join our school, please apply.

To apply for this post, please complete an application form, available from The Sigma Trust/this website and return it to recruitment@sigmatrust.org.uk quoting reference 652.

Closing date: Midnight, Monday 3rd May 2021

The Sigma Trust is committed to safeguarding and protecting the children and young people that we work with. As such, all posts are subject to safer recruitment process, including the disclosure of criminal records and vetting checks. We ensure that we have a range of policies in place which promote safeguarding and safer working practice across our schools.

Facebook

Head of English

Teachers Main / Upper Pay Scales, TLR1B, £10,148

Required September 2021

We are seeking to appoint an exceptional and inspirational Head of English.

This is a fantastic opportunity for an outstanding classroom practitioner with aspirations to be a senior leader, a current Head of subject looking to make their first move into senior middle leadership or an outstanding Second in Department ready for a bigger challenge.

Opportunities for further progression as part of The James Hornsby Senior Team and across the MAT will be available for enthusiastic and ambitious candidates.

Closing date: Midday Tuesday 27th April 2021

For more information please visit
https://www.jameshornsby.essex.sch.uk/Useful_Information/Recruitment/

Completed applications should be emailed to recruitment@zmat.co.uk
The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. A disclosure and barring services check will be undertaken for the successful applicant.

Deputy Head of Faculty for English with TLR2a
Salary MPS/UPR + TLR2a
Full Time, Permanent
Start date September 2021

We are seeking to appoint an outstanding English teacher to join our Ofsted rated GOOD and SECONDARY SCHOOL OF THE YEAR 2020/21 (Northampton Education Awards). You will join a thriving department and family of staff, who have made rapid improvements over the past three years. Your wellbeing and professional development in order to enhance your career is a priority for us. We offer a mentoring programme, annual career stage interviews, bespoke CPD training aligned with the Teacher Development Trust, supportive action research projects, staff rewards and support for family events.

We are looking for a colleague who shares the clear vision that the child is at the heart of everything we do. One who can engage positive, professional relationships with young people and who demonstrates high levels of resilience and emotional intelligence.

Closing Date: 03.05.21

To apply visit
wrenn.northants.sch.uk/joinus/

We are an equal opportunities employer. The organisation is committed to safeguarding and promoting the welfare of children and young people, we expect all staff to share this commitment. All applicants will therefore undergo DBS check together with references from previous employers will be requested for short-listed applicants prior to interview.

Doddington Road Site: Doddington Road, Wellingborough, NN8 2DJ
London Road Site: London Road, Wellingborough, NN8 2DO

Applications from NQTs are welcome. You will be working at PACA for the first two years of your PGCE and PACA is expanding and we are seeking new staff for candidates with a passion for their chosen subject. Depending on qualification, the successful candidate could occupy the position as a subject leader or reporting into the Assistant Principal with responsibility for technology and business. Applications from NQTs are welcome.

Closing date: 28 April 2021

Teacher of Food Preparation & Nutrition
Salary: Main Pay Scale (with opportunity for TLR responsibility) | Full Time, Permanent
Start date 01/09/2021

PACA is expanding and we are seeking new staff to join our team to provide the same high quality learning experience that have brought PACA its rising popularity. We are looking to appoint an enthusiastic and inspirational teacher of Food & Nutrition to teach across the school to GCSE level. We are looking for candidates with a passion for their chosen subject. Depending on qualification, the successful candidate could occupy the position as a subject leader or reporting into the Assistant Principal with responsibility for technology and business. Applications from NQTs are welcome.

Please complete an application form, which can be downloaded from our website, www.paca.uk.com/work-at-paca and send with a supporting letter outlining how your previous experience would enable you to fulfil this role and send to Sheila Cahill, Executive Assistant at s.cahill@paca.uk.com

Closing date for applications is 9.00am on Monday 26 April 2021

Teacher of Food & Nutrition
Salary: MPS/UPS (possible TLR)
Full Time, Permanent
Start date 01/09/2021

Are you passionate about teaching Food Preparation & Nutrition and making a difference to young people’s lives? Looking for an “Outstanding” innovative and forward thinking school which genuinely challenges, develops and invests in you? Then come and meet us at Swavesey Village College.

To apply for this vacancy, please click on the Apply Now Tab on Tes.com/jobs

Closing date for applications is 9.00am on Monday 26 April 2021

Please note that applications received after this time will not be accepted.

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All staff will be subject to an enhanced check with the DBS.

Please note we are unable to accept CV’s.

Closing date: 28 April 2021

The Principal reserves the right to interview an outstanding candidate prior to the closing date without notice.

Teacher of Food Preparation & Nutrition
Salary: Main Pay Scale (with opportunity for TLR responsibility) | Full Time, Permanent
Start date 01/09/2021

PACA is expanding and we are seeking new staff to join our team to provide the same high quality learning experience that have brought PACA its rising popularity. We are looking to appoint an enthusiastic and inspirational teacher of Food & Nutrition to teach across the school to GCSE level. We are looking for candidates with a passion for their chosen subject. Depending on qualification, the successful candidate could occupy the position as a subject leader or reporting into the Assistant Principal with responsibility for technology and business. Applications from NQTs are welcome.

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Salary: Main Pay Scale (with opportunity for TLR responsibility) | Full Time, Permanent
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Teacher of Food Preparation & Nutrition
Salary: Main Pay Scale (with opportunity for TLR responsibility) | Full Time, Permanent
Start date 01/09/2021

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Please complete an application form, which can be downloaded from our website, www.paca.uk.com/work-at-paca and send with a supporting letter outlining how your previous experience would enable you to fulfil this role and send to Sheila Cahill, Executive Assistant at s.cahill@paca.uk.com

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Please note we are unable to accept CV’s.

Closing date: 28 April 2021

The Principal reserves the right to interview an outstanding candidate prior to the closing date without notice.

Teacher of Food Preparation & Nutrition
Salary: Main Pay Scale (with opportunity for TLR responsibility) | Full Time, Permanent
Start date 01/09/2021

PACA is expanding and we are seeking new staff to join our team to provide the same high quality learning experience that have brought PACA its rising popularity. We are looking to appoint an enthusiastic and inspirational teacher of Food & Nutrition to teach across the school to GCSE level. We are looking for candidates with a passion for their chosen subject. Depending on qualification, the successful candidate could occupy the position as a subject leader or reporting into the Assistant Principal with responsibility for technology and business. Applications from NQTs are welcome.

Please complete an application form, which can be downloaded from our website, www.paca.uk.com/work-at-paca and send with a supporting letter outlining how your previous experience would enable you to fulfil this role and send to Sheila Cahill, Executive Assistant at s.cahill@paca.uk.com

Closing date for applications is 9.00am on Monday 26 April 2021

Please note that applications received after this time will not be accepted.

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All staff will be subject to an enhanced check with the DBS.

Please note we are unable to accept CV’s.

Closing date: 28 April 2021

The Principal reserves the right to interview an outstanding candidate prior to the closing date without notice.
Teacher of Geography
MPS/UPS plus London Fringe Allowance September 2021
We seek across KS3-KS5 from September 2021.

This is an exciting opportunity to join our strong Humanities department for September 2021. The post is full-time and applications will be invited from NQTs and experienced teachers. This is an excellent opportunity for an ambitious person to develop their career in a dynamic, supportive, well equipped and academic environment with considerate students and very supportive parents.

Our Geography department will be:

- A creative teacher who can inspire students of high ability at GCSE and A Level (the department currently teach the OCR specification)
- An aspirational person who has a desire to deliver high quality lessons
- Knowledgeable of and the ability and desire to regularly display contemporary teaching and learning pedagogies
- A person willing to commit to the ethos and vision of the school including participating in the co-curricular activities.

Consistently oversubscribed, the school has grown over the past few years and now has over 1000 students. The School, which is an Academy, is a selective 11-18 Boys Grammar School with 300 in the Sixth Form and drawn from the top 25% ability range in the area.

Applications Process: 4pm on Thursday 20th May 2021, with interviews to take place shortly after. Online Application form is available on our website under Vacancies. The school reserves the right to close the vacancy earlier if a number of successful applications are received.

This school is committed to safeguarding and promoting the welfare of children and young people. As a committed team player, you will have a commitment to continually improving teaching methods to provide greatest benefit to the students. We are committed to safeguarding and promoting the welfare of children and young people. We expect staff and volunteers to share this commitment. An enhanced DBS check will be required for the successful candidate.

Westcliff High School for Girls
Kentworth Gardens, Westcliff-On-Sea, Essex SS0 0BS
Tel: 01702 476026
e-mail: vacancies@whgs.info

History Teacher (Maternity cover)
Salary: Teacher Pay Scales
Required from May 2021 (0.8) or September 2021 (0.6) or full time, an enthusiastic and well-qualified History teacher required to teach History throughout the school up to A level.

This contract is for a fixed term to cover the absence of the substantive postholder on Maternity Leave. Should the employee resign or return to duty before the final date above, your appointment will cease with at least one week’s notice
For further information please see Tes.com/jobs website
Closing date: 30 April 2021

Woodford County High School
Essex, UK
Tel: 01702 467026
E-mail: vacancies@wwchs.org.uk

History Teacher
Salary: MPS/UPS
Required from 1st September 2021 for 2 years

We are looking for an outstanding teacher with a proven track record of success and raising pupil outcomes. As a Star teacher, you’ll join the Star Academies family, a high performing and supportive network of primary and secondary schools with some of the best teachers in education.

The successful candidate will have the ability to deliver quality teaching that drives achievement and inspires a love of learning. You will be able to demonstrate experience of achieving positive outcomes for pupils, as well as being passionate about making a difference to the lives of young people. As a committed team player, you will have excellent organisational skills and the natural ability to motivate both pupils and peers. You will be a creative teacher who can inspire students of high ability at GCSE and A Level (the department currently teach the OCR specification).

We are committed to safeguarding and promoting the welfare of pupils. All staff and volunteers are expected to demonstrate experience of achieving positive outcomes for pupils, as well as being passionate about making a difference to the lives of young people. As a committed team player, you will have excellent organisational skills and the natural ability to motivate both pupils and peers.

Please download the job description and person specification on tes.com/jobs for further information about the role. For an informal and confidential discussion about the role please call us on 0121 657 7290.

Closing Date: Friday, 30 April 2021 at midnight
Interview Date: To be confirmed

To apply for this vacancy please use the ‘Apply for job’ link on tes.com/jobs.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The successful candidate will be subject to an enhanced DBS check, which involves sharing your results with schools and other organisations as necessary. Any offer of employment will be conditional upon a DBS check being successful.

https://astreanetherwood.org/vacancies

To apply, please complete a teacher application form along with a cover letter and send it to Mrs H Hutchinson at head@northwichsch.org. For more information about the Academy, you can also visit www.tring.herts.sch.uk

Closing Date: Friday 30 April 2021 - Midday
Interviews: W/c 2 May
Mortimer Hill • Tring • Herts • HP23 5JH
01442 825503 | www.tring.herts.sch.uk

Tes: 73
23 April 2021
History Teacher
Required for September 2021
Full time / Permanent
MPS suitable for NQT. Also suitable for UPS Teacher.
Can offer TLR for suitable candidate to take on some leadership in the department.

Queensbury Academy is a consistently oversubscribed, OFSTED rated ‘good’ comprehensive school situated at the foot of Dunstable Downs in South Bedfordshire. It is part of the successful Anthem trust which offers incredible support for every professional that works within it.

We are seeking to appoint a dynamic and enthusiastic individual to teach History. We are looking for someone who loves working with children and is aligned with our CARE values – Cooperation, Respect, Aspiration and Endeavour.

An application information pack can be found on the website www.queensburyacademy.com or contact Mrs Gallagher, Office Manager at the Academy on 01582 601241 or at jgpalligan@queensbury.anthemtrust.uk

Closing date: 3rd May 2021 and interviews to be held - TBC

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. An offer of employment will be subject to an Enhanced DBS check. We are committed to equality and welcome applications from all sections of the community.

2IC OF HISTORY (TLR2B)
Salary: MPS/UPS plus TLR 2B (£4766)
Full time, Permanent
Start date: September 2021

Are you an outstanding teacher with strong subject knowledge? Are you keen to develop your leadership skills and lead the development of a dynamic curriculum for our young historians?

Stepney All Saints is an outstanding, inner-city Church of England School. We take pride in our ethos of academic ambition, exceptionally high standards of achievement and behaviour, and tolerance and respect for all.

The successful 2 IC History will be available to join this secondary school in September 2021 on a full-time, permanent contract and will be working alongside a team of influential and dedicated teachers that truly get the best out of their students.

If you think you have the passion, energy and drive to help us to move us to the next stage in our development, we look forward to hearing from you.

Please go to tes.com/jobs for further details.

Email inquiries are welcomed at hr@stepneyallsaints.school

The closing date for receipt of applications is 9am on 30th April 2021.

We are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants must be willing to undergo a full protective screening appropriate to the post, including checks with past employers and a Disclosure & Barring Service (DBS) check.

Second in Charge of Humanities
Inner London Payscale and TLR 2B
Required September 2021

At Northolt High, we enable our students to develop strength of character, to be articulate and confident and to secure the best academic outcomes possible.

We are now developing the school so that it has STEAM specialists (the ‘A’ is for Art) whilst at the same time retaining a breadth of curriculum offer for our students.

We will be the right school for you if you are committed to creating outstanding progress and attainment in our Humanities subjects and continue to promote the profile of the Humanities department through departmental contributions to the wider life of the school.

A Job Description & Person Specification plus an application form can be found on our website: www.northolthigh.org.uk

Closing date: 9am, Thursday 27 April 2021.

Interviews to be held: 29 April 2021 (Learning & Teaching Interview) and 30 April 2021 (Normal Final Interview).

Successful candidates appointment will be subject to offer of employment check and satisfactory completion of an enhanced DBS check.

Aspire to Achieve ‘Our School has a Mind to be Kind’

Computer Science Teacher
Required from September 2021

From September 2021 we are looking to appoint an outstanding teacher who is suitably qualified to teach Computer Science at our high achieving school.

You will have a genuine passion for teaching and learning and have a confident understanding of the curriculum. The subject is taught within Technology at KS3 and is selected as an option at KS4 and KS5.

Applications are welcome from teachers at any stage of their career and appropriate support and training will be provided. A TLR allowance is available for an exceptional candidate.

The ability to offer a second subject would be an advantage.

Heavily subsidised childcare at our Little Gems Nursery is available for all employees, as well as gym membership and an Employee Assistance Programme.

To find out more about this exciting opportunity please visit the school website www.bushymeads.org.uk or email hr@bushymeads.org.uk.

Closing date for applications: Monday 26th April 2021 (10am).

Bushey St James Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An offer of employment will be subject to a number of pre-employment checks including ID and Right to Work in the UK, satisfactory written references, occupational health check and a successful Enhanced DBS check.

LEADERSHIP-£42,194 to £46,566
Teacher of Computer Science and IT
Full Time - Permanent
Pay scale: MPS/UPS
Start date: 1 September 2021

This is a role for a committed and motivated professional who would like to work in a school that provides a wealth of opportunities for both its students and staff. We have a strong ethos at Valley Park School and we are looking for a visionary team-worker who would fit into our established workforce. This post is suitable for an outstanding and experienced teacher, or for a newly qualified teacher wishing to gain experience of teaching at an ambitious school with high standards; prior experience will be discussed further at interview.

This post comes with opportunities that can be discussed further at interview. If you are interested in this role, please download the application form and send your completed application to recruitment@valleypark.viat.org.uk.
Teacher of Computing - Fixed Contract from 1st September 2021 to 31st August 2022 with the opportunity to become permanent after six months.

Salary: Teachers’ Pay Scale with the possibility of Recruitment Allowance for the right candidate.

Full Time, Fixed Term

Start date: 1st September 2021

Monmouth Comprehensive School is seeking to appoint an excellent classroom practitioner who:
- is able to facilitate learning to the highest standards
- will build positive relationships with all learners
- has the ability to create a supportive and well-ordered classroom environment

The successful candidate will teach Computing (ICT and Computer Science) across the key stages - KS3 to KS5.

This is a Fixed Contract from 1st September 2021 to 31st August 2022 with the opportunity to become permanent after six months. Teachers’ Pay Scale with the possibility of a Recruitment Allowance for the right candidate.

Please see tes.com/jobs for full details and to apply.

Closing Date: 27th April 2021
We are excited to be recruiting the first cohort of teachers for our brand new school in East Manchester.

Co-op Academy Belle Vue is a brand new, non-selective secondary academy for children aged 11-16. Opening in September 2021 based in a brand new building, on the grounds of Connell Co-op College, until September 2022, after which we will move to a new purpose built site on Hyde Road, East Manchester.

We are looking for motivated, innovative and passionate teachers to join us, specifically in Mathematics.

We especially welcome applications from candidates who are able to teach multiple subjects. As well as those who have expertise in other relevant fields, for example safeguarding and special educational needs. Please detail these clearly within your application. NQTs are also invited to apply for these roles.

For an informal discussion or to arrange a visit to Connell Co-op College, please contact the Head of School, Benjamin Barker - benjamin.barker@coopacademies.co.uk

Applications should be sent to - centralrecruitment@coopacademies.co.uk

For more information check out the recruitment pack, job description and person specification attached on our online advert on tes.com/jobs.

Closing Date: Wednesday 28 April 2021

Interviews will be in the week commencing 4 May 2021.
KS2 Teacher of Mathematics and English

Salary MPS/UPR

Full Time, Permanent

Start date September 2021

We are seeking to appoint an outstanding specialist Mathematics and English KS2 teacher to join our Ofsted rated GOOD and SECONDARY SCHOOL OF THE YEAR 2020/21 (Northampton Education Awards). You will join a thriving department and family of staff, who have made rapid improvements over the past three years.

The successful applicant will teach English and Mathematics to our KS3 students. Your wellbeing and professional development in order to enhance your career is a priority for us. We offer a mentoring programme, annual career stage interviews, bespoke CPD training aligned with the Teacher Development Trust, supportive action research projects, staff rewards and support for family events.

We are looking for a colleague who shares the clear vision that the child is at the heart of everything we do. One who can enjoy positive, professional relationships with young people and who demonstrates high levels of resilience and emotional intelligence.

Closing Date

03.05.21

To apply visit

wren.northants.sch.uk/joinus/

Marple Hall School

Teacher of Maths (Maternity Cover)

Required – For September 2021

Full Time Teacher of Mathematics (Main Scale/UPR) Maternity Cover

We require for September 2021, a well-qualified, enthusiastic and creative teacher of Mathematics. This is an excellent opportunity for an inspiring individual to be part of our hard-working, supportive and successful department. The successful candidate will have access to state of the art technology and the opportunity to work with a team of professionals who are determined for all students to be happy, knowledgeable, problem solving learners who thrive throughout their mathematical journey.

This appointment requires the successful candidate to teach Mathematics up to and including GCSE level, across the full age and ability range.

This post would be equally suitable for new entrants to the profession or for more experienced teachers.

Two references will be mandatory, one of which must be from your present Headteacher.

Closing date for applications: 9am Thursday 29th April 2021

Why work with us?

We have high aspirations for everyone at Marple Hall School, not just the students. Colleagues are highly respected and we work hard to make sure that everyone feels valued and part of the team.

We’re a school that is constantly improving and we are excited at being part of that journey.

Please click ‘Apply Now’ on Tes.com, and once fully completed, please submit your application.

The successful candidate will be required to complete a Disclosure and Barring Service check.

For further details please go to the Vacancies section on the Marple Hall website at www.marplehall.stockport.sch.uk

Please do not submit a C.V.

Applications should be sent to the school or emailed to vacancies@marplehall.stockport.sch.uk

This school and local authority are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Stockport Council – Valuing Diversity.

Closing Date

03.05.21

To apply visit

wren.northants.sch.uk/joinus/

Outwood Academy Riverside

Teacher of Mathematics (Maternity Leave)

Salary MPS/UPR

Full Time, Maternity Cover

Start date September 2021 until July 2022

We are seeking to appoint an outstanding Mathematics teacher to join our Ofsted rated GOOD and SECONDARY SCHOOL OF THE YEAR 2020/21 (Northampton Education Awards). You will join a thriving department and family of staff, who have made rapid improvements over the past three years.

This post is for one year starting on 1st September 2021 until 31st August 2022.

Your wellbeing and professional development in order to enhance your career is a priority for us. We offer a mentoring programme, annual career stage interviews, bespoke CPD training aligned with the Teacher Development Trust, supportive action research projects, staff rewards and support for family events.

We are looking for a colleague who shares the clear vision that the child is at the heart of everything we do. One who can enjoy positive, professional relationships with young people and who demonstrates high levels of resilience and emotional intelligence.

Closing Date

03.05.21

To apply visit

wren.northants.sch.uk/joinus/

TEACHER OF MATHS

Middlesbrough | Required from September 2021 | MPS/UPS

An exciting opportunity has arisen at Outwood Academy Riverside. This is a chance to be part of something unique, life changing and really special. A new free school in the centre of Middlesbrough which is pivotal to the regeneration project in Middlehaven.

In its second year, Riverside will continue to grow with its students and staff as a prestigious school with family values and academic rigour. At Outwood Academy Riverside the staff work closely together and are committed to creating a centre of excellence through innovation, dedication and a love for teaching and improving life chances.

If you share our vision, then why not join our family?

To apply, please visit: www.outwood.com > Careers.

Closing date: Midday on 28 April 2021.

Outwood Grange Academies Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory DBS check.
**Teacher of Maths**

**Start date:** September 2021  |  **Salary:** MPS/UPS

**Contract term:** Permanent

Hinchinbrooke School is seeking to appoint a highly motivated and inspirational Maths Teacher. We are looking to recruit an outstanding professional who can contribute to an excellent team achieving equally impressive results. The department is innovative and forward thinking, containing a Specialist Leader of Education and the creator of the PiXL Maths App (a Maths application used in over 1200 schools nationally). We are looking for a highly committed team player, with a passion for mathematics and an understanding of the strategies required to motivate and inspire students. We would welcome applications from candidates currently finishing their teacher training in addition to applications from experienced teachers.

Full details including application packs for all of our current posts can be found on the website visit: [www.hinchinbrookeschool.net/jobs](http://www.hinchinbrookeschool.net/jobs)

**Closing date:** Monday 26th April 2021 (noon)

**Interview date:** w/c 26th April 2021

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This post will be subject to an enhanced DBS Disclosure.

**WRENN SCHOOL**

**Teacher of Mathematics with TLR3**

**Salary MPS/UPR + TLR3**

**Full Time, Permanent**

**Start date:** September 2021

We are seeking to appoint an outstanding Mathematics teacher to join our Ofsted rated GOOD and SECONDARY SCHOOL OF THE YEAR 2020/21 (Northampton Education Awards). You will join a thriving department and family of staff, who have made rapid improvements over the past three years.

Your wellbeing and professional development in order to enhance your career is a priority for us. We offer a mentoring programme, annual career stage interviews, bespoke CPD training aligned with the Teacher Development Trust, supportive action research projects, staff rewards and support for family events.

We are looking for a colleague who shares the clear vision that the child is at the heart of everything we do. One who can enjoy positive, professional relationships with young people and who demonstrates high levels of resilience and emotional intelligence.

**Closing Date:**

**03.05.21**

**To apply visit**

[wrenn.northants.sch.uk/joinus/](http://wrenn.northants.sch.uk/joinus/)

We are an equal opportunities employer. The organisation is committed to safeguarding and promoting the welfare of children, we expect all staff to share this commitment. An enhanced DBS check, together with references from previous employers will be requested for short-listed applicants prior to interview.

Doddington Road Site: Doddington Road, Wellingborough, NN8 2JU

London Road Site: London Road, Wellingborough, NN8 2DO
The Head Teacher and Governors of this successful and popular 11-18 co-educational, all-ability school are seeking to appoint an inspirational, enthusiastic and committed practitioner for our MFL department.

The department offers Spanish across KS3 and 4, so the successful candidate will need to be an accomplished linguist and adept at delivering innovative lessons. You will be an outstanding individual capable of inspiring both students and staff to reach the highest levels of achievement, regardless of background.

Please visit our website https://bebington.coopacademies.co.uk for an application pack. Completed application forms should be returned for the attention of the HR Advisor and Head Teacher PA Stephanie Turner to Stephanie.turner@coopacademies.co.uk

Co-op Academy Bebington is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Appointments are made subject to an enhanced DBS check with the child protection screening appropriate to the post, including checks with former employers and the DBS. Maidstone Grammar School is an Equal Opportunities Employer.

Closing date: 23rd April 2021
Interview date: 27th April 2021

Maidstone Grammar School
Barton Road, Maidstone, Kent, ME15 7BT
Tel: 01622 753201, Fax: 01622 753840, Email school@mgs.kent.sch.uk
Headmaster: Mr M Tomkins
A Foundation School.

NOR 1293 including a mixed Sixth Form of 323 (including 76 girls)
A Boys Selective Grammar School (11 to 18)

Required for September 2021
Permanent Teacher of French & German

(With a possible temporary TLR for one year as Head of French to cover a maternity leave)

We are looking to appoint a full-time enthusiastic and dynamic Teacher of French & German to join an expanding MFL Department. The Department is hopefully moving to a new suite of modern classrooms from September 2022. For candidates with suitable experience a Head of French position for one year is also available. Candidates should have a passion for their subject, should hold a good honours degree and be capable of high quality and enthusiastic teaching to French A Level and GCSE German.

MGS offers a stimulating academic environment in which to work with students whose commitment to study has been highly praised by Ofsted.

Please contact the Headmaster’s PA, Mrs DA Friend, by phone or e-mail (dfriend@mgs.kent.sch.uk) for a Job Description and application form or download from our website www.mgs.kent.sch.uk

The deadline for the receipt of applications, by letter with completed MGS application form is midday on Wednesday 28 April 2021. Interviews will take place week commencing Monday 3 May 2021. Application by email is acceptable. CVs are not acceptable.

Maidstone Grammar School is committed to safeguarding and promoting the welfare of all children and applicants will undergo child protection screening appropriate to the post, including checks with former employers and the DBS. Maidstone Grammar School is an Equal Opportunities Employer.

Closing date: 4th May 2021

Guilsborough Academy
Guilsborough Multi Academy Trust

Learning without Limits

Teacher of Spanish

Required for September 2021 • Part-time (0.6 FTE)

Guilsborough Academy is looking to appoint a qualified Teacher of MFL, specialising in Spanish, to join its team of specialists. An ability to teach German would be an advantage but not essential. The successful candidate will be creative, imaginative and an excellent team player with a proven track record of excellence in the classroom.

Applications are welcome from experienced teachers, NQTs or RoTs who are committed and passionate about MFL and their impact on the overall development of students and who share our passion in ensuring the very best outcomes for every student.

We can offer you the opportunity to advance your career within a supportive academy environment. You will be part of an Academy established in developing practitioners and nurturing excellent future leaders, with opportunities for progression; whatever your aspirations as a teacher, middle or senior leader.

For further information and to apply, please visit www.guilsborough.northants.sch.uk or call 01604 749105.

Closing date: 4th May 2021

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We are also committed to meeting the requirements of disability discrimination and other legislation.

West Haddon Road, Guilsborough, Northamptonshire
NOR: 1310 students aged 11–18
www.guilsborough.northants.sch.uk

The Co-operative Academies Trust, as an aware employer is committed to safeguarding and promoting the welfare of children and vulnerable adults in its number one priority. The commitment to robust recruitment, selection and induction procedures extends its organisations and services linked to the Trust on its behalf.

Be unusually brave | Discover what’s possible | Push the limits | Be big-hearted
www.academiesenterprisetrust.org/careers

23 APRIL 2021 Tes
Teacher of Modern Foreign Languages

Pay Range: Teachers Main/Upper Pay Scale £25,714 – £41,604 (Point M1 – UPR3)

Start Date: September 2021

We are seeking to appoint an enthusiastic and inspirational Teacher of Modern Foreign Languages on a full-time, permanent basis from September 2021. Both experienced and newly qualified teachers are encouraged to apply.

This is an exciting time to join the school & college based in Colchester, Essex. The school benefits from being part of a large, multi-academy Trust of local schools, which affords opportunities for staff to work and progress across several schools if desired.

We are committed to ensuring children and young people are fully supported and safe. We are dedicated to the safeguarding of all children and young people whilst promoting their welfare. Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure and pre-employment checks. Successful applicants will also be asked to provide criminal conviction information.

For additional information about the Trust and this school, please visit our website: www.sigmatrust.org.uk

To apply for this post, please complete an application form, available from The Sigma Trust/this website and return it to recruitment@sigmatrust.org.uk

Closing Date: Midnight, Sunday 25th April 2021.

Closing Date: Sun 25 April 2021

We are seeking a Teacher of Mandarin to join The King’s School. This candidate will be responsible for leading the direction and development of the curriculum area, raising standards of student attainment and achievement, and strategically planning for improvement by managing and deploying all financial and physical resources within the curriculum area.

We are looking for a dedicated and enthusiastic person who:

• has a friendly manner and can communicate effectively with staff and pupils
• will make a difference in changing children’s life chances
• has the skills and abilities to support children of all abilities and personal needs
• can work effectively as part of a team but can also work independently using their own initiative
• has the ability to form effective relationships with pupils and parents/carers

For more information or to discuss or arrange a potential visit (dependent on current Covid-19 restrictions), please contact the school on 01977 601701 or via email at admin@kings.patrust.org.uk.

Completed application forms should be returned by email to recruitment@patruest.org.uk no later than 10:00am on Monday 19th May 2021.

We are an equal opportunities employer welcoming applications from everyone. The Pontefract Academies Trust is wholly committed to ensuring children and young people are fully supported and safe. We are dedicated to the safeguarding of all children and young people whilst promoting their welfare. Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure and pre-employment checks. Successful applicants will also be asked to provide criminal conviction information.

Curriculum Leader of MFL

Full Time - Permanent

Salary: GBP £25,714 – £41,604 per year (MPS/UPS plus TLR2c-d)

Required for September 2021

Ref: P495

Pontefract Academies Trust is a cross phase Multi Academy Trust comprising of eight schools, six primaries and two 11 – 16 secondary schools. The Trust is a medium sized family of schools all located within a tight geographic hub within Pontefract. Pupils are drawn from the local community that includes a mix of different catchment areas.

We are seeking to appoint an enthusiastic, hardworking and committed Curriculum Leader of MFL to join The King’s School. This candidate will be responsible for strategically leading the direction and development of the curriculum area, raising standards of student attainment and achievement, and strategically planning for improvement by managing and deploying all financial and physical resources within the curriculum area.

We are looking for a dedicated and enthusiastic person who:

• has a friendly manner and can communicate effectively with staff and pupils
• will make a difference in changing children’s life chances
• has the skills and abilities to support children of all abilities and personal needs
• can work effectively as part of a team but can also work independently using their own initiative
• has the ability to form effective relationships with pupils and parents/carers

For more information or to discuss or arrange a potential visit (dependent on current Covid-19 restrictions), please contact the school on 01977 601701 or via email at admin@kings.patrust.org.uk.

Completed application forms should be returned by email to recruitment@patruest.org.uk no later than 10:00am on Monday 19th May 2021.

We are an equal opportunities employer welcoming applications from everyone. The Pontefract Academies Trust is wholly committed to ensuring children and young people are fully supported and safe. We are dedicated to the safeguarding of all children and young people whilst promoting their welfare. Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure and pre-employment checks. Successful applicants will also be asked to provide criminal conviction information.

Westcliff High School for Girls

Kenilworth Gardens, Westcliff-on-Sea, Essex SS0 0BS

Tel: 01702 476026

e-mail: vacancies@whsg.info

Head of Music (Maternity Cover) FT

Salary: Teacher Pay Scales

Required from September 2021, an enthusiastic and well-qualified teacher of Music to lead the department and teach Music throughout the school up to A level.

The Music Department is a strong and successful department, committed to continually improving teaching methods to provide greatest benefit to the students.

This contract is for a fixed term to cover the absence of the substantive postholder on Maternity Leave. Should the employer resign, or return to duty before the final date above, your appointment will cease with at least one week’s notice.

For further information please see Tes.com/jobs website

Closing date: 25 April 2021
SECONDARY EDUCATION

Teacher of Music (NQTs are Welcome)

Salary: MPS
Start: September 2021
Age Range: 11-18
Full Time, Fixed Term

Why Greenwood Academy?
Greenwood Academy is a vibrant, successful 11-18 Academy situated in the heart of Castle Vale. We currently have 950 pupils on roll and are growing every year.

We are looking for:
The successful candidate will be a team player who is passionate about their classroom practice and committed to ensuring that teaching and learning is the very best it can be. We need someone who is invested in developing their own subject knowledge and teaching pedagogy, as well as that of others.

We offer:
• More opportunity to grow your career - We’ll support you in developing your career and experience at this school or another AET school.
• More tailored support - We understand every academy is unique. We’ll give you tailored support and flexibility, allowing you to do what’s best for your children.

This post is fixed-term until August 2022 and is required to commence September 2021.
Closing date: Monday 3rd May 2021

To apply: Please follow the ‘Quick Apply’ link on the tes.com/jobs website.

Progress Leader
Permanent For September 2021

We are looking for a lively and engaging teacher to join our fantastic Pastoral Team as Progress Leader. This is a new position reflecting the increased number of pupils on role.

You will be part of an excellent expert team, all committed to assuring that our children thrive so they can make good academic progress. You will be responsible for the wellbeing, progress and behaviour of one year group. You will establish a distinctive ethos for that year group and contribute to the clearly articulated vision and values of our school.

Lynn Grove pupils make our school a great place to work. They are friendly, well behaved and proud of their school. They understand we are one team.

Our ambition at Lynn Grove Academy is that every young person should discover what they are good at and we aim to make this happen by offering a rich curriculum and fantastic extra-curricular. Staff and pupils alike benefit from being part of Creative Education Trust as we develop our innovative approaches to curriculum and enrichment.

If your personal ambition matches the aspirations you have for your pupils, if you believe in working collaboratively, and if you want to work in a school where staff are valued and supported then please apply. All our staff benefit from access to Health Assured Employee Support scheme, good value dining at lunch and ample parking. We offer an annual free flu jab for anyone who wants one.

Closing Date: 9am 04.05.21

To apply visit lynngroveacademy.org.uk/main/working-here/

Creative Education Trust is committed to safeguarding and promoting the welfare of our children and young people.

The successful applicant will be required to undertake relevant safeguarding checks.

Lynn Grove, Gorleston, Great Yarmouth, Norfolk, NR31 8AP.
Telephone: +44 1493 661406

Queens’ School
Head of Music
Contract Term: Full Time, Permanent
MPS/UPS + Fringe + TLR2b

Required for September 2021, we are looking to appoint a dynamic, enthusiastic and highly skilled Teacher of Music to lead this department in our highly creative school. The successful candidate will be joining our excellent team. We are looking for someone who has a clear vision for music throughout the school. This will include curriculum and extra-curricular activity with performance at its heart.

Our ideal candidate will:
• Have a passion for the subject and the ability to share this with our students
• Have the resolve to make a real difference
• Have the ability to achieve excellent results
• Have the capacity to work collaboratively as part of a team

Applications to the Headteacher, Jonathan Murrell, to include school application form, covering letter and full contact details of two referees applications@queens.herts.sch.uk

Closing Date: 23 April 2021

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. All posts are subject to an enhanced DBS check. Applicants will be required to provide a copy of a written response in a check of police records via the Disclosure and Barring Service and references from previous employers. We are an Equal Opportunities employer.

http://www.academiesteppresquadron.org.uk/careers
**Inspire their remarkable**

**Greenwood**

**Teacher of Health and Social Care and Child Development**

**Salary:** MPR

**Start:** September 2021

**Age Range:** 11-18

**Full Time, Fixed Term**

**Why Greenwood Academy?**

Greenwood Academy is a vibrant, successful 11-18 Academy situated in the heart of Castle Vale. We currently have 950 pupils on roll and are growing every year.

**We are looking for:**

We are looking for an outstanding Teacher of Health and Social Care and Child Development who is really passionate about helping our students succeed and grow as individuals. You will be creative and innovative, with a proven track record of challenging the brightest students academically.

**We offer:**

• More opportunity to grow your career
• We’ll support you in developing your career and experience at this school or another AET school.
• More tailored support - We understand every academy is unique. We’ll give you tailored support and flexibility, allowing you to do what’s best for your children.

This post is fixed term until August 2022 and is required to commence September 2021.

**Closing date:** Monday 26th April 2021

**To apply:**

To apply, please follow the ‘Quick Apply’ link on the tes.com/jobs website.

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**Tes 23 APRIL 2021**

**SECONDARY EDUCATION**

**Cardinal Newman Catholic School**

**Teacher of Health & Social Care 0.6 (Part-Time)**

**Required for September 2021**

Our passion is to see students achieve the best that is possible, inspired by great teaching and great leaders. Cardinal Newman School has an existing opportunity for a new teacher of Health & Social Care who shares this passion.

Cardinal Newman School is an 11-19 comprehensive school, serving the Roman Catholic community in Luton and Dunstable. We also serve a diverse family of schools in Luton and have a thriving Sixth Form with 300 students. We have been consistently described by Ofsted as a ‘good’ school and under Section 48 as an ‘outstanding Catholic school’.

We are currently looking for a dynamic, passionate and inspirational teacher, who has excellent subject knowledge and is able to contribute to continued improvements in progress and student outcomes.

**Why加入 us?**

We are a collaboratively led academy, with a proven track record of ‘outstanding’ schools. We are a good school with an excellent reputation and are recognized as the ‘Outstanding Catholic school’.

**Why join us?**

• More opportunity to grow your career
• We’ll support you in developing your career and experience at this school or another AET school.
• More tailored support - We understand every academy is unique. We’ll give you tailored support and flexibility, allowing you to do what’s best for your children.

**Closing date:** Monday, 3 May 2021

**Interviews TBC**

Roman Catholic School in the Diocese of Northampton

“Together towards our Lord through learning, love and faith”

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**Tes 23 APRIL 2021**

**SECONDARY EDUCATION**

**Westfield Academy**

**Teacher of Performing Arts**

**Salary:** MPS - UPS

**Ref:** P490

**Required for September 2021**

**Contract type:** Full Time

**Contract term:** Maternity cover

**Starting 1st September 2021**

We are seeking to appoint a talented, enthusiastic and passionate Teacher of Performing Arts.

The successful candidate will demonstrate personal skills and qualities that align to an already established positive, hardworking and committed team.

They will be fully committed to the academy’s ethos and vision and be prepared to continue their professional development to ensure they become, or indeed continue to be, an outstanding practitioner, willing to go the extra mile.

**To apply:**

Please visit https://ndt.ac.uk/vacancies/ for further details and to apply.

**Closing date:** Noon, Tuesday 5th May 2021.

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**Tes 23 APRIL 2021**

**SECONDARY EDUCATION**

**HOLPORT COLLEGE**

**Teacher of Health and Social Care and Child Development**

**Salary:** £25,260 - £41,226 pa

**Required from 26 August 2021**

**Closing date:** 25 April 2021.

**£25,260 - £41,226 pa**

**Social Care**

We are seeking to appoint an enthusiastic, hardworking and committed Teacher of Performing Arts to join Holport College. This candidate will be responsible for delivering a high quality performing arts curriculum, working closely with the Head of Music to ensure our students have the best possible experience.

**Why Holport College?**

Holport College is committed to safeguarding and promoting the welfare of children and young people. All staff are required to obtain an enhanced DBS disclosure prior to a formal offer of employment.

**Closing date:** Noon, 28 April 2021

**First round interviews:** w/c 3 May 2021

**Completed application forms** should be returned by email to careers@holportcollege.org.uk

Please visit the website to download an application pack:

www.holportcollege.org.uk

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**Tes 23 APRIL 2021**

**SECONDARY EDUCATION**

**Carleton High School**

**Teacher of Performing Arts**

**Salary:** £28,714 - £41,604 per year (MPS/UPS)

**Ref:** P490

**Required for September 2021**

This is a fantastic opportunity for an ambitious candidate to join our dynamic team at the forefront of change and to make a real difference to raising standards of education in the local community.

The successful candidate will be an inspirational teacher, able to demonstrate a passion for their subject area and the ability to engage and motivate students of all abilities in the 16-19 range.

With a demonstrable record of good or outstanding results, you will have a commitment to raising aspirations and supporting the wider college community.

**To apply:**

Please visit https://ndt.ac.uk/vacancies/ for further details and to apply.

**Closing date:** 25 April 2021.

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**Tes 23 APRIL 2021**

**SECONDARY EDUCATION**

**Greensward Academy**

**Teacher of Health and Social Care**

**Salary:** £50,151-£55,388 per year (L8–L12)

**Full Time, Permanent**

We are seeking to appoint an enthusiastic, hardworking and committed Teacher of Health & Social Care who shares this passion.

Cardinal Newman School is an 11-19 comprehensive school, serving the Roman Catholic community in Luton and Dunstable. We also serve a diverse family of schools in Luton and have a thriving Sixth Form with 300 students. We have been consistently described by Ofsted as a ‘good’ school and under Section 48 as an ‘outstanding Catholic school’.

We are currently looking for a dynamic, passionate and inspirational teacher, who has excellent subject knowledge and is able to contribute to continued improvements in progress and student outcomes.

**Why join us?**

We are a collaboratively led academy, with a proven track record of ‘outstanding’ schools. We are a good school with an excellent reputation and are recognized as the ‘Outstanding Catholic school’.

**Why join us?**

• More opportunity to grow your career
• We’ll support you in developing your career and experience at this school or another AET school.
• More tailored support - We understand every academy is unique. We’ll give you tailored support and flexibility, allowing you to do what’s best for your children.

**Closing date:** Noon, 3 May 2021

**Interviews** should be returned by email to recruitment@patrust.org.uk

Please visit the website to download an application pack:

www.pontefractacademiestrust.org.uk/vacancies.

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**Tes 23 APRIL 2021**

**SECONDARY EDUCATION**

**Greensward Academy**

**Teacher of Health and Social Care**

**Salary:** £25,714-£41,604 per year (MPS/UPS)

**Full Time, Permanent**

We are seeking to appoint an enthusiastic, hardworking and committed Teacher of Performing Arts to join Carleton High School. This candidate will be responsible for delivering a high quality performing arts curriculum, working closely with the Head of Music to ensure our students have the best possible experience.

**To apply:**

Please visit https://ndt.ac.uk/vacancies/ for further details and to apply.

**Closing date:** Noon, Tuesday 5th May 2021.

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**Tes 23 APRIL 2021**

**SECONDARY EDUCATION**

**Greensward Academy**

**Teacher of Health and Social Care**

**Salary:** £25,714-£41,604 per year (MPS/UPS)

**Full Time, Permanent**

We are seeking to appoint an enthusiastic, hardworking and committed Teacher of Performing Arts to join Carleton High School. This candidate will be responsible for delivering a high quality performing arts curriculum, working closely with the Head of Music to ensure our students have the best possible experience.

**To apply:**

Please visit https://ndt.ac.uk/vacancies/ for further details and to apply.

**Closing date:** Noon, Tuesday 5th May 2021.

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**Tes 23 APRIL 2021**

**SECONDARY EDUCATION**

**Greensward Academy**

**Teacher of Health and Social Care**

**Salary:** £25,714-£41,604 per year (MPS/UPS)

**Full Time, Permanent**

We are seeking to appoint an enthusiastic, hardworking and committed Teacher of Performing Arts to join Carleton High School. This candidate will be responsible for delivering a high quality performing arts curriculum, working closely with the Head of Music to ensure our students have the best possible experience.

**To apply:**

Please visit https://ndt.ac.uk/vacancies/ for further details and to apply.

**Closing date:** Noon, Tuesday 5th May 2021.
TEACHER OF PE

Full Time, Permanent
Start date: 1st September 2021
Apply by: 4 May 2021

We are seeking to appoint a dynamic and passionate individual to join our new boys’ secondary school situated in the London Borough of Bromley. You will be joining us at an exciting point in our growth and development. Having just moved into our new school building, the successful candidate will confidently teach PE as well as work with the PE team to establish extra-curricular Sport.

In return, we offer you the chance to be part of a pioneering team working in state-of-the-art facilities, creating a fantastic school serving this local community. We also offer you the support network of our established partner School, Bullers Wood School for Girls, as well as opportunities for enhanced professional and career development within the School and across Bullers Wood Multi Academy Trust.

To apply please go to tes.com/jobs
**Teacher of Religious Education**

**Salary:** MPS/UPS | Full Time, Temporary | Start date: September 2021

Mount St Mary’s is a successful and oversubscribed inner city school located in the very heart of the city. Drawing from three of the four compass points the school flourishes in an atmosphere of engagement and aspiration drawing hugely upon the experiences of our incredibly diverse communities.

In April 2019 the school underwent a Section 48 Inspection gaining an overall judgement of Good with Outstanding. The report comments “Students are polite, confident and respectful in the way they treat each other and interact with staff and visitors. They are highly articulate and proud of their school and their personal achievements. Behaviour in school is excellent and a strength of the school as it reflects its Catholic character.”

Our recent Section 5 OFSTED Inspection (19/2019) graded our school as ‘Good’ in all areas. It described us as a joyful place, with an authentic mission...clearly embraced by all the school community and forgers a passion...for desiring to give back. Leaders have developed a nurturing school, one in which there is a strong sense of responsibility towards each other. We have a well established reputation for our care, guidance and support ensuring all learners are afforded a high level of structure and personalised development.

All students seek to access extra curricular activities beyond the school day, be that of a sporting nature, academic, performing arts or public speaking. This is an area we value highly and continue to see growth in.

Governors are seeking to appoint an inspirational Teacher of Religious Education with vision and enthusiasm to assist in the driving forward of an already successful department. The successful candidate will be an effective classroom practitioner, with excellent interpersonal skills, who will support and contribute to a team ethos capable of driving improvements. They will be able to teach across the age and ability range up to GCSE at higher level. In return they will have the opportunity to be part of a vibrant team teaching in a modern and stimulating learning environment. The post is temporary for 12 months in the first instance.

**Closing date - Yum, Wednesday 28 April 2021**

**Interviews - week commencing 4 May 2021**

Please apply using the Mount St Mary’s Application form, which should be returned, along with the Rehabilitation of offenders form, to a.stubbs@mountstmarys.org.

Our school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will be subject to a Disclosure and Barring Service (DBS) check. We promote diversity and want a workforce which reflects the population of Leeds.

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**Teacher of Psychology and Sociology**

**Salary:** MPS-UPS £25,714 - £41,604

Consett Academy is a thriving oversubscribed secondary school, offering a modern teaching environment with unrivalled state of the art facilities for our students and community. The Academy enjoys an excellent reputation within the local community and has a strong inclusive ethos where students are encouraged to develop and grow into confident, resilient and exceptional young people.

We have an exciting opportunity for talented, enthusiastic and inspirational Teacher of Psychology and Sociology to join our Culture and Languages Directorate. Consett Academy is committed to developing all staff and creating further career progression, providing excellent opportunities and benefits for NQTs, RQTs and experienced teachers.

The Role

This role presents an unrivalled opportunity to make a real difference to our young people’s lives in all aspects of Academy life through providing high quality teaching and guidance to all students.

Working in line with Teacher’s Standards and Academy values, you will contribute to raising standards of attainment for students across Key Stage 4 and 5, to ensure continuous improvement whilst maximising their potential.

Required skills/experience

Successful candidates should be able to demonstrate high professional standards in teaching and learning, whilst simultaneously driving forward continuous improvement in student outcomes at all levels.

Applicants will have high aspirations with the ability to engage, enthuse and motivate students resulting in a positive impact on student attainment and progress.

As well as excellent communication skills, you must have high expectations of students. You will consistently model excellent practice and have student achievement and progress at the forefront of your practice.

To download an application pack, including job description, person specification and application form, please visit www.consett-academy.org.uk/Vacancies.

Completed application forms should be submitted via Tes online or emailed to hr@ncdat.org.uk by midday on Tuesday 27th April 2021, it is anticipated that interviews will take place week commencing 3rd May 2021.

For an informal discussion about the role or if you would like to arrange a visit to our Academy in advance of your application, please email HR@ncdat.org.uk.

Note Consett Durham Academies Trust is committed to the safeguarding of children and vulnerable adults and will undertake the appropriate employment checks to meet this commitment.

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**Teacher of Religious Education**

**Salary:** MPS/UPS | Full Time, Permanent | Start date: September 2021

Gunnery Catholic School is seeking to appoint a highly talented and ambitious Teacher of Religious Education at our Outstanding School. This post provides the opportunity for an NQT or current educator of Religious Education to receive the very best coaching, training and experience within their subject. As a school that has consistently enabled outstanding, ambitious teachers seeking their first job to develop and grow into confident, resilient and exceptional young people.

The Role

Our teachers are integral to Gurneys’s success through their provision of superb teaching and its establishment of outstanding achievement. Working under the direction of the Head of Religious Education the new teacher shall seek to further the learning experience and outcomes of our students. They should wish to further the faith of our pupils across the Key Stages whilst enabling fantastic learning for each child.

The Person

Above all else we seek to appoint an enthusiastic teacher with a real passion for religious education, who is committed to the success of their students and is highly motivated to develop the teaching and learning across the department. Potential, dynamism, determination and resolve are key attributes for our new teacher.

The School

Year on year Gurneys Catholic School has developed our staff to become fantastic teachers and leaders. In doing so, from one year to the next, we have enabled unparalleled success for our students.

Applicants packs and application forms can be found on the TES website www.tes.com/jobs or may be downloaded from our website www.gunneryschool.com.

Completed applications should be posted or emailed to the headteacher’s PA – email welcome@gunnery.hounglow.sch.uk

Closing date for applications: Tuesday, 04 May at 12.00

Applications will be considered immediately upon their receipt.

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**Teacher of Religious Education**

**Salary:** MPS/UPS | Full Time, Temporary | Start date: September 2021

Gunnery Catholic School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service check.

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**Teacher of Religious Education**

**Salary:** MPS/UPS | Full Time, Permanent | Start date: September 2021

Eden Boys’ Leadership Academy, Birmingham East

**Faith and Character Education Lead**

**Part Time - Permanent**

**Salary:** £32,910 to £38,890 per annum (£11,132 to £13,155 pro rata)

We’re looking for a with a proven track record of success in improving standards and raising pupil outcomes. We want to hear from talented middle leaders looking to extend their experience, and outstanding, ambitious teachers seeking their first middle leadership post.

As an experienced teacher, you will develop an exciting curriculum that suits every type of learner and have the resolve to make a real difference to the lives of our young people. The successful candidate will be a committed team player with excellent organisational and motivational skills.

Please download the job description and person specification on tes.com/jobs for further information about the role. For an informal and confidential discussion about the role please call us on 02131677200.

Closing Date: Friday, 30 April 2021 at midnight

Interview Date: To be confirmed

To apply for this vacancy please use the ‘Apply for job’ link on tes.com/jobs.

Star Academies is committed to safeguarding, safer recruitment and promoting the welfare of pupils. Our comprehensive recruitment and selection processes, aim to flourish and ensure we attract outstanding candidates. Successful candidates are subject to rigorous pre-employment checks.

Completed applications should be sent to the HR Department at hr@romeromac.com by 12 noon on Tuesday 4th May 2021

Please note that we reserve the right to close this vacancy once we have received sufficient applications. We are committed to safeguarding and promoting the welfare of our students. All offers of employment will be subject to an enhanced DBS checks.
Head of Religious Studies
Salary: MPS / UPS + TLR 2a (currently £2,897 pa)
Full Time, Permanent
Start date: September 2021

A well-qualified, committed and enthusiastic teacher is required to join the Gynus Ewrop air Byd Faculty, which consists of History, Geography, Religious Studies, Welsh and Modern Foreign Languages, a dedicated and successful team within this popular, oversubscribed 11-18 comprehensive school. The successful candidate will teach and provide subject leadership for Religious Studies across the age and ability range up to and including A’ Level Religious Studies. The ability to contribute to the teaching of other Humanities subjects would be an advantage.

The school is situated in an attractive area close to the border, just 6 miles from Chester and within easy reach of the North Wales coast, Liverpool and Manchester.

Application forms should be returned to Mrs L Donnelly, Head’s PA, at the school, by 9.00 a.m. on Friday, 30 April 2021.

Please see www.tes.com/jobs for further information.

This 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 successful applicant will be required to undertake an Enhanced DBS check prior to taking up the appointment.

Lead Practitioner Science
Scale LP7 to LP11
£49261-£54357
Required for start for September 2021

The Boswells School is looking to appoint a talented, forward thinking and innovative Lead Practitioner in Science.

This exciting role involves leading successful teaching and learning strategies in the Science Faculty as well as lead our Physics provision up to key stage 5. For the successful candidate, there will be an opportunity to teach at all levels including at A-Level. You will be joining a school with enthusiastic and dedicated leaders at all levels and a real commitment to the professional development of staff.

This is a new role that has been created within the Faculty, so there will be an opportunity to align responsibilities with the strengths and interests of the successful candidate.

The Boswells School is an 11-18, very successful, popular and oversubscribed school of 1500 students in the Springfield area of Chelmsford, Essex. The school has a long standing reputation for achieving high levels of academic excellence. Our results at GCSE and A Level make us one of the highest performing non-selective secondary schools in Essex. We offer Triple and Combined Science at GCSE and Biology, Chemistry and Physics at A Level.

To apply or for more information, please visit www.boswells-school.com

The deadline for applications is midday on Monday 26th April and interviews will take place later that week.

The school is committed to safeguarding and promoting the welfare of children. The appointment will be subject to an Enhanced DBS check.

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Netherwood Academy
South Yorkshire
Salary – MPS/UPS
Contract Type: Permanent
Required: September 2021

We are looking for a Teacher of Science who has the highest aspirations, passion and expertise to be able to provide the highest quality teaching and learning. We are looking for someone who is ambitious for young people and has a solution focused approach to supporting the development of the Trust.

We encourage collaboration and the sharing of good practice, we believe that by developing a love of learning and having the highest expectations, all children and young people can excel.

You can only apply for this role by visiting our website at https://astreaacademytrust.org/ or for you.

Closing date for applications is 9.00 am on Tuesday 4th May 2021.

Interviews to be held w/c 10th May 2021.
Washington Academy

Teacher of Science
Full Time / Permanent
Salary: MPS/UPS
Start date: September 2021

Washington Academy is fully committed to each individual in our academy, recognising their uniqueness and individual potential. We have high expectations of all students.

Are you passionate about Science and determined to make a real difference? We are looking to appoint an inspirational, dynamic and enthusiastic Teacher of Science (preferably a chemistry or physics specialist) to join us.

If you feel you share our values, have the vision and drive for excellence and want to be part of an enthusiastic, dedicated and well-resourced team, committed to ensuring that students fulfil their potential, then we would like to hear from you.

To apply please complete the online application form through TES or download and complete the attached application form. We ask that all completed applications are sent to weller.k@washingtonacademy.co.uk

For any questions regarding this role please contact Kim Weller at weller.k@washingtonacademy.co.uk

The closing date for applications is midday on Friday 30th April.

Interview dates to be confirmed.

Consilium Academies and Washington Academy are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are made subject to an Enhanced DBS Check.

St Matthew’s RC High School
Teacher of Science
Salary: MPS/UPS
Full Time, Permanent
Start date: September 2021
Apply: by 23 April 2021

An opportunity has risen for a dynamic, energetic, inspirational teacher of Science who is passionate about teaching and learning and wants to inspire.

This is an exciting opportunity to be part of our rapid journey of improvement at St Matthew’s and join our dedicated team who have the drive and ambition to make a difference in the lives of others

To apply go to www.smrchs.com/vacancies

Teacher of Science
Full Time - Permanent
Salary: GBP £25,714 - £41,604 per year (MPS/UPS)
Required for September 2021
Ref: P488

Ponfrefract Academies Trust is a cross phase Multi Academy Trust comprising of eight schools, six primaries and two 11 – 16 secondary schools. The Trust is a medium sized family of schools all located within a tight geographic hub within Pontefract. Pupils are drawn from the local community that includes a mix of different catchment areas.

We are seeking to appoint an enthusiastic, hardworking and committed Teacher of Science to join The King’s School. This candidate will be responsible for securing outstanding outcomes for pupils through outstanding provision. They will demonstrate high quality teaching to ensure pupils can make accelerated progress, and liaise effectively with colleagues to ensure consistency of approach in teaching and learning across the whole school and wider Trust.

This is a permanent, 1 FTE contract.

We are looking for a dedicated and enthusiastic person who:
• has a friendly manner and can communicate effectively with staff and pupils
• will make a difference in changing children’s life chances
• has the skills and abilities to support children of all abilities and personal needs
• can work effectively as part of a team but can also work independently using their own initiative
• has the ability to form effective relationships with pupils and parents/carers

For more information on the role, or to discuss a visit (depending on current covid restrictions) please contact the school at 01977 601701 or via email at admin@kings.patrust.org.uk.

You can access the Trust’s Strategic Plan 2020-22 here: https://www.pontefractacademiestrust.org.uk/wp-content/uploads/2020/01/PAT-Strategic-Plan-LR.pdf

To obtain an application form, please visit our website at www.pontefractacademiestrust.org.uk/vacancies. Completed application forms should be returned by email to recruitment@patrust.org.uk no later than 10.00am on Friday 07th May 2021.

We are an equal opportunities employer welcoming applications from everyone. The Pontefract Academies Trust is wholly committed to ensuring children and young people are fully supported and cared for. We are dedicated to the safeguarding of all children and young people whilst promoting their welfare. Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure and pre-employment checks. Successful applicants will also be asked to provide criminal conviction information.

St Ambrose Barlow RC High School
Teacher of Science
SALARY - MPS – (£25,714 - £36,961)
WE ARE AMBROSE. MAKE US YOUR AMBROSE.

We are seeking a talented and high effective Teacher of Science. You will join a departmental team on our journey to excellence, securing further school improvement and the best outcomes for our young people.

We have a very strong sense of vision for our school and are keen to share this with you so that you can assess whether we are the right school for you. We believe that this appointment is as much about personal qualities and character as it is about experience and skill.

This is an ideal time to join the school as we return to being an 11-16 institution, keenly focused on being an excellent place to work, learn and achieve.

For details see our website:
www.stambrosebarlowswinton.org/Vacancies/

The closing date for this post is noon on Monday 26th April, 2021.
Via email to: stambrose.jobs@salford.gov.uk
Via Post to: Mr Ben Davis, Headteacher, St Ambrose Barlow RC High School, 37 Ash Drive, Swinton, Manchester. M27 9QP
**Teacher of Science**

**Salary Range GBP £26,948 - £38,174 per year (MPR)**

**Required 1st September 2021**

We are looking for a high quality science specialist, with a commitment to continuing professional development, to join our high performing science department. You will be required to teach science up to and including A-Level in your specialist area.

Science is a highly valued subject in the curriculum. All science teachers have their own classrooms which are adjacent to each other in the science floor and are fitted with projector, interactive whiteboard and internet access. The successful candidate will be joining a very supportive team.

The post is suitable for either an NQT or a more experienced teacher. NQTs teach a reduced timetable and participate in a thorough induction programme which is led by an Assistant Headteacher.

For an application form and further details please refer to the school website or contact

Anna Haley on 01277 509990 | Kevin Adams on 01245 504564
Email: staffhaha@teongaracademy.org www.theongaracademy.org

**Closing Date:** Monday 3rd May 2021

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**Kingswood Academy**

**Teacher of Science**

**Salary:** MPR/UPR

**Starting:** September 2021

**Age Range:** 11-16 years

Due to the academy growing by almost 200 students annually, based on our excellent results and our strong reputation as the 7th highest performing non-selective school in the country we are seeking to appoint an inspirational Teacher of Science. Candidates must be able to teach across the ability and age range, supporting the development of Science to the highest standards for all pupils at Key Stage 3 and 4.

The ideal candidate will:

- Be passionate about Science;
- Be an excellent teacher;
- Bring an unwavering commitment to promoting the highest standards of teaching and learning across the department and the academy;
- Have a relentless obsession about developing their own standards of teaching and learning to enable them to deliver excellent student outcomes;
- Be a committed team player;
- Have the ability to engage and inspire pupils and build excellent relationships;
- Be committed to Kingswood Academy’s ethos of high expectations and no excuses;
- Be passionate and ambitious about their own career development.

**Closing date:** Friday 23rd April 2021

In line with our safeguarding practices, we are unable to accept CV’s. To apply: Please visit: tes.com/jobs and click apply now.

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**Inspire their remarkable**

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**Eden Boys’ Leadership Academy, Birmingham East**

**Science Teacher**

**Full Time - Permanent**

**Salary:** MPS/UPS

We’re looking for an outstanding teacher with a proven track record of success and raising pupil outcomes. As a Star teacher, you’ll join the Star Academies family, a high-performing and supportive network of primary and secondary schools with some of the best teachers in education.

The successful candidate will have the ability to deliver quality teaching that drives achievement and inspires a love of learning. You will be able to demonstrate experience of achieving positive outcomes for pupils, as well as being passionate about making a difference to the lives of young people. As a committed team player, you will have excellent organisational skills and the natural ability to motivate both pupils and peers.

Please download the job description and person specification on tes.com/jobs for further information about the role.

**Closing date:** Friday, 30 April 2021 at midnight

**Interview Date:** To be confirmed

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**Horizon Community College**

**Science Teacher of Chemistry/Physics - Full Time, Permanent**

**Salary:** GBP £25,714-£41,604 per year (MPS/UPS)

This is a very exciting time to join our Science department, who are focused on achieving the best possible outcomes for every child. Underpinning this is the development of a curriculum which builds on skills developed at KS2 while supporting the demands of GCSE study and beyond.

At Horizon, a Science teacher must be someone with a fierce love of their subject, who is talented, motivated and can inspire students to achieve their full potential. A particular benefit for staff that are new to the profession is the individually tailored support they will receive within the department from Science colleagues with designated mentoring responsibilities. As part of this dynamic and successful team, you must therefore be committed to achieving the highest standards and possess the creativity to maximise the use of our state-of-the-art resources and facilities.

To apply visit www.tes.com/jobs

**Closing date for this post is 26 April 2021**

A disclosure and barring services check will be undertaken for the successful applicant.

Horizon Community College reserve the right to close this advert prior to the closing date above.

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**The Co-operative Academies Trust**

**Closing Date: Friday, 23 April 2021**

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**SECONDARY EDUCATION**

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Teacher of Science (Physics)

Full Time, Permanent

Salary: MPS

Start date: 1st September 2021

In September 2015 we opened our brand new secondary section, making Whitefriars a fully integrated 3 to 18 through school. With our new state-of-the-art building and experienced and well-qualified staff, we are now offering our first Key Stage 3 and GCSE students a fabulous education.

We are now looking for a Teacher of Science (Physics) to join our fantastic team. This person will be ambitious for career development.

We explicitly teach our children to live by positive shared values and to hold these deep in their hearts. We are a Rights Respecting school and teach our children how to ensure that everyone has the right to learn and be safe. This creates our wonderful learning environments and great behaviour.

Please apply using this link:

http://heathlandwhitefriarsfederation.net/learning-application-form-teaching/

Further details and an application form can be obtained from our website. Please apply as soon as possible.

Closing date: 25 April 2021

The Heathland Whitefriars Federation is committed to safeguarding and promoting the welfare of children and young people. We are an Equal Opportunities employer.

wallace@whitefriars.org.uk

Closing date: 23 April 2021 to Mrs N Kenyon,
Personnel Manager at the above address or e-mail:

recruitment@whitefriars.org.uk

Please return your applications by 23 April 2021 to Mrs N Kenyon, Personnel Manager at the above address or e-mail:

recruitment@whitefriars.org.uk

Closing date: 25 April 2021

The Heathland Whitefriars Federation is committed to safeguarding and promoting the welfare of children and young people. Successful applicants will be subject to an Enhanced Disclosure Barring Service check. Registered Charity No: 313996

Westcliff High School for Girls

Full Time - Permanent

Salary: MPS/UPS

Start date: 1st September 2021

Monmouth Comprehensive School is seeking to appoint an excellent classroom practitioner to become our Subject Leader for Social Sciences, within the STEM Faculty.

Passionate about learning, you will provide inspiration and challenge within the Social Science team and support the Faculty Leader. The successful candidate will have experience of vocational and non-vocational pathways within Key Stages 4 and 5.

Please see tes.com/jobs for full details and to apply.

Closing Date: 26th April 2021

The Haberdashers’ Aske’s Boys’ School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The successful candidate will be subject to a Disclosure and Barring Service enhanced check.

Registered Charity No: 313996

Morpeth School

Required September 2021

Teacher at The House

Full Time - Permanent

Salary: MPS/UPS

We would like to appoint two teachers to lead our new provision at The House at Morpeth School. This is an opportunity to be involved at the start of an ambitious development to further strengthen the school’s commitment to inclusion. Morpeth is a popular, inclusive 11-19 mixed comprehensive school located in Bethnal Green with Teaching School status and is a school of outstanding quality (OFSTED May 2013).

Closing date: Monday 26th April, with interviews to take place later that week.

Closing Date: Monday 26th April, with interviews to take place later that week.

To apply, please see the school website www.morpethschool.org.uk for full details and an application form (or email recruitment@morpeth.towsdesigns.sch.uk or ring 020 8981 0921 if you are not able to view/download from the website).

We are committed to safeguarding our students. Successful candidates will be required to abide by the school’s Safeguarding Children policy and undergo an enhanced DBS check.
Key Stage 2 Teacher
Required from September 2021

We are looking to appoint an enthusiastic KS2 Teacher to join and contribute to the success of our school. You will have the ability to inspire and support KS3 students currently working at KS2 level, by delivering a creative curriculum and appropriately adapted lessons for groups of SEND students and those who need catch-up teaching. A passion for maths or science is desirable but not essential.

Bushey Meads School has a highly established and effective alternative provision for students and we are looking to appoint a suitably qualified person with an understanding of SEND needs and a belief in bringing out the best in every student.

Applications are welcome from either primary or secondary trained teachers wanting to support the catch-up programme. Appropriate support and training will be provided based on individual needs.

Heavily subsidised childcare at our Little Gems Nursery is available as well as free gym membership and an Employee Assistance Programme.

To find out more about this exciting opportunity please visit the school website www.busheymeads.org.uk or email hr@busheymeads.org.uk.

Closing date for applications: Monday 26th April 2021 (10am).

Closing date for applications: Monday 26th April 2021 (10am).

Bushey St James Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An offer of employment will be subject to a number of pre-employment checks including ID and Right to Work in the UK, satisfactory written references, occupational health check and a successful Enhanced DBS check.

Aspire to Achieve
‘Our School has a Mind to be Kind’

Contract: Full Time-Permanent

Salary: £27,714 - £41,604 per year (MPS/UPS)

Start Date: September 2021

We are looking to appoint a dynamic Teacher of Engineering that can support our specialist approach to learning. At NUAST, our staff are not simply teachers. They are passionate advocates for their subject and an invaluable link between education and industry.

To apply for this opportunity please visit: nuast.org.uk/page.php?p=vac for further details including job description or see Tes.com

Closing Date: 4 May 2021

Closing Date: 4 May 2021

The Nova Education Trust is a cross-phase Multi-Academy Trust based in Nottinghamshire. The schools in our portfolio includes both secondary and primaries, working in a range of contexts. Our track record demonstrates our ability to deliver our core goal: achievement for every child.

The schools in our portfolio includes both secondary and primaries, working in a range of contexts. Our track record demonstrates our ability to deliver our core goal: achievement for every child.

Teacher of SEN – Junior/Senior Schools
Required as soon as possible

LVS Ascot is a high performing co-educational day and boarding school, with a reputation for all-round excellence. Through our stimulating curriculum and vibrant co-curricular activities, we provide our pupils with an environment where they are valued, encouraged and inspired.

We are seeking to appoint two suitably qualified and enthusiastic teachers (one in the Junior School and one in the Senior School) to teach SEN in 1:1 or paired/small group lessons. A Level 5 Certificate in SpLD, or equivalent is essential.

The roles offer competitive salaries, are full time (part time hours would be considered), term time only. Some responsibility may be available for the right candidate.

So join us and you will find a friendly and supportive team, not to mention superb facilities, great benefits, plus the chance to have an active role in the life of this exceptional school.

Closing date for applications is Friday 30 April 2021.

Interviews will be held as soon as possible after the closing date.

For a role description and to apply please visit the Working For Us section on www.lvs.ascot.sch.uk or contact Tracy Spencer at tracy.spencer@thatcharity.org.uk

LVS Ascot is a co-educational day and boarding school committed to safeguarding, Prevent Duty and promoting the welfare of children and young people ages 4 - 18.

Registered charity No. 230011

Aspire to Achieve
‘Our School has a Mind to be Kind’

Salary: £35,760 per annum (Phase dependent)

Start Date: September 2021

Salary: £35,760 per annum (Phase dependent)

Interviews will be held as soon as possible after the closing date.

For a role description and to apply please visit the Working For Us section on www.lvs.ascot.sch.uk or contact Tracy Spencer at tracy.spencer@thatcharity.org.uk

LVS Ascot is a co-educational day and boarding school committed to safeguarding, Prevent Duty and promoting the welfare of children and young people ages 4 - 18.

Registered charity No. 230011
Rugby School

Teacher of Learning Development (SEN)

Full Time/Part Time, Permanent  |  Start – September 2021
Suitable for an NQT or experienced teacher.

Rugby School is a diverse and inclusive community, committed to using collaboration, curiosity and expertise to uncover the best in every student and member of staff. Equity and service are fundamental to our practice.

We are seeking an ambitious and dynamic colleague who shares our vision of teaching as a vocation, and who will seize an exciting opportunity to work at Rugby School. The successful candidate will join a large forward-thinking department and teach Learning Development (SEN) lessons to students throughout the School. Lessons are in small groups or on a 1-1 basis. Applicants should hold or be prepared to study for, a recognised SpLD teaching qualification (level 5 or above) and have experience of working with SEN pupils.

Rugby will offer the International Baccalaureate alongside A Levels from September 2021. The School is delighted to offer all students the chance to study the IB, a programme closely aligned with Rugby’s ethos of developing the whole person. Rugby is renowned for its highly successful and innovative approach to education. As a coaching school, we are looking for staff who are committed to a professional obligation to improve as teachers and who value personal growth.

The School is a boarding and day school in full operation seven days per week including evenings during term time. Pastoral, co-curricular, cultural and sports activities take place outside normal day-school hours. All full time staff are expected to make a full contribution.

For more information and to apply: Please register and complete an application via our recruitment portal which can be found at: www.rugbyschool.co.uk/about/employment-opportunities

Closing date: 30th April 2021

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.

Applicants will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS). We are an equal opportunities employer and welcome applications from all suitably qualified persons regardless of their race, sex, disability, religion/belief, sexual orientation, gender reassignment or age.

Rugby School

Teacher of Design

Full Time, Permanent  |  Start – September 2021
Suitable for an NQT or experienced teacher.

Rugby School is a diverse and inclusive community, committed to using collaboration, curiosity and expertise to uncover the best in every student and member of staff. Equity and service are fundamental to our practice.

We are seeking an ambitious and dynamic colleague who shares our vision of teaching as a vocation, and who will seize an exciting opportunity to work at Rugby School. The successful candidate will teach Design throughout the School.

Rugby will offer the International Baccalaureate alongside A Levels from September 2021. The School is delighted to offer all students the chance to study the IB, a programme closely aligned with Rugby’s ethos of developing the whole person. Rugby is renowned for its highly successful and innovative approach to education. As a coaching school, we are looking for staff who are committed to a professional obligation to improve as teachers and who value personal growth.

The School is a boarding and day school in full operation seven days per week including evenings during term time. Pastoral, co-curricular, cultural and sports activities take place outside normal day-school hours. All staff are expected to make a full contribution. Accommodation is provided for all full-time teaching staff.

For more information and to apply: Please register and complete an application via our recruitment portal which can be found at: www.rugbyschool.co.uk/about/employment-opportunities

Closing date: 30th April 2021

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.

Applicants will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS). We are an equal opportunities employer and welcome applications from all suitably qualified persons regardless of their race, sex, disability, religion/belief, sexual orientation, gender reassignment or age.

St Christopher School

3D Design Specialist

From September 2021, or as soon as possible thereafter

We are seeking to appoint an outstanding Teacher to join our Arts Faculty. We invite applications from NQTs to those interested in a Head of Department role; and those with backgrounds in Resistant Materials Design Technology and/or 3D Art Sculpture. The post can be full-time or part-time. We are willing to be flexible for the right candidate.

Further information and an application form can be accessed on the school’s website at www.stchris.co.uk or from Toni Warner, Head’s PA at: toni.warner@stchris.co.uk or 01462 650901.

The closing date for applications is Monday 10 May.

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 School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
INDEPENDENT SENIOR EDUCATION

Teacher of Art
Full Time, Permanent
Start Date: September 2021
Kensington Park School is seeking to appoint a highly qualified, inspirational and enthusiastic Teacher of Art from September 2021 to teach GCSE and potentially to A Level.
Closing Date: 16 May 2021
Full details can be found in our Job description and Applicant info pack on www.tes.com/jobs
Kensington Park School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

Teacher of Business
Part time, approx 0.7 FTE • Required for September 2021
If you are looking to teach in a School where class sizes are small, where teachers receive excellent CPD and teach in state-of-the-art facilities, then Luckley House School could be for you.

The ability to teach A Level Business is essential whilst competence to teach Economics at A Level will be an advantage. Passion for the subject and a willingness to become involved in the pastoral and extra-curricular life of the School, are all essential requirements.

Closing date: Monday 10 May 2021 (noon)
We reserve the right to interview and appoint before the closing date.

Luckley House School is committed to safeguarding and promoting the welfare of children and young people. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the DBS.

Business Studies Teacher
Full Time - Permanent
The Principal invites enthusiastic and well-qualified Business graduates to join DLD College London, crowed Boarding School of the Year 2020, on a full-time basis, starting in September 2021. DLD College London is an independent co-educational College situated in the heart of London overlooking Westminster and the river Thames.

The Alpha Plus Group is one of the largest privately-owned school groups in the UK and it owns 20 highly regarded schools and colleges. All our schools aim to create a world class teaching and learning environment. Alpha Plus Group is the Gold standard provider of education to children aged between six months and eighteen years of age. We are committed to providing the best education for children in our care and all our schools have high aspirations and expectations for every child.

DLD College is an equal opportunities employer and values diversity. DLD College is committed to safeguarding and promoting the welfare of all learners and expects all staff to share this commitment. The successful applicant will be required to undertake appropriate checks including an enhanced Disclosure and Barring Service (DBS) check as well as providing proof of your right to work in the UK.

Purpose of the post
To work with the Head of Department and the Vice Principal Academic in order to ensure that the highest academic, professional and ethical standards are maintained at all times.

Job Description
Like all colleagues in college, the teacher is responsible for providing a friendly, stimulating and secure environment in which every student has the opportunity to develop academically, socially and personally.

To Apply: Please visit the Alpha Plus Careers page to apply or visit www.tes.com/jobs

Hours of work:
8.30am to 5pm Monday to Friday
Closing date for applications:
9th April 2021

Economics Teacher/Possible Head of Department (dependent on experience)
Full Time - Permanent
The Principal invites enthusiastic and ambitious Teachers of Economics, with possible Head of Department responsibilities (dependent on experience) to join DLD College London, crowed Boarding School of the Year 2020, on a full-time basis, starting in September 2021. DLD College London is an independent co-educational College situated in the heart of London overlooking Westminster and the river Thames.

DLD College is an equal opportunities employer and values diversity. DLD College is committed to safeguarding and promoting the welfare of all learners and expects all staff to share this commitment. The successful applicant will be required to undertake appropriate checks including an enhanced Disclosure and Barring Service (DBS) check as well as providing proof of your right to work in the UK.

Main Purpose of the Job
- Leadership and management of the department of Economics
- Raising standards of student attainment within the department
- To be responsible for the running of the department and oversee all aspects of the delivery of the
- Developing and enhancing the teaching practice of others
- To be accountable for student progress and development in the department
- To enhance teaching and undertake quality assurance through a programme of lesson observations, work scrutiny and share best practice
- To assist in the interview and recruitment of students
- To contribute to performance management, CPD and the appraisal process of staff

To Apply: Please visit the Alpha Plus Careers page to apply or visit www.tes.com/jobs

Hours of work:
8.30am to 5pm Monday to Friday
Closing date for applications:
9th April 2021

Interviews:
w/c 10th May or w/c 17th May
DLD College is an equal opportunities employer and values diversity. DLD College is committed to safeguarding and promoting the welfare of all learners and expect all staff to share this commitment. The successful applicant will be required to undertake appropriate checks as well as providing proof of your right to work in the UK.
**Head of Design Technology**  
**Full Time, Permanent**  
Surbiton, London

**Director in Residence**  
**Full Time - Fixed Term**

Applications are invited for the post of a Director in Residence at Surbiton High School. The successful candidate will be an outstanding leader and teacher, passionate about their subject, and must be willing to contribute to the wider life of the school. You will have the ability to lead and inspire both pupils and staff in our mission to achieve the very highest standards of literacy in all aspects of school life. The successful candidate will have a clear vision for whole school literacy and be confident in leading and inspiring both students and colleagues across all key stages and curriculum areas. This role would be suitable for an experienced Head of Department or a classroom teacher with a keen interest in literacy and communication; the role is not necessarily suited to English specialists – more important is a commitment to embedding high quality written and verbal communication in all subject disciplines. 

Please apply online using the following link:  
Closing date for applications: 8.00am, Wednesday 28 April 2021

For any queries relating to the role or your application, please email recruitment@surbitonhigh.com

Please note that the School reserves the right to appoint at any stage during the recruitment process.

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**Teacher of Classics**  
**Salary: MGS own salary scale**  
**An opportunity to work from 1 September 2021, or as soon as possible thereafter, in one of the country’s leading schools.**

For details of the post and the application procedure, please visit [www.mgs.org/vacancies](http://www.mgs.org/vacancies)

The deadline for applications is 09:00 on Wednesday 28 April.

MGS is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. All applicants must be willing to undergo child protection screening.

www.mgs.org

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**Teacher of Design Technology (1-year contract)**  
**Required: September 2021**

Brentwood Senior School is an academically selective HMC co-educational independent school with small class sizes and a happy, ambitious and supportive staff team. It is part of Brentwood School, a 9-18 HMC school of 1500 pupils, just 20 minutes from London Liverpool Street.

We are seeking to recruit an outstanding Teacher of Design Technology to join this high performing School. We are looking for an enthusiastic, dynamic teacher to teach Design Technology in our well-equipped department.

Pupils study Design Technology as a discrete subject at Key Stage 3, at GCSE. A Level and as part of their International Baccalaureate Diploma Programme. Beyond the timetable, the Design Technology Department offers a significant range of extra-curricular provision for pupils of all ages.

The successful candidate will also be expected to support the offering of other Technology subjects outside the classroom. Furthermore, all teaching staff are expected to participate fully in the wider life of the School through extra-curricular involvement.

The School has its own generous salary scale significantly above the maintained sector. To download further information and an application pack, please visit our website or email recruitment@brentwood.org.uk. All Brentwood School vacancies can be found on the School’s website. The School reserves the right to change these dates, and to close the vacancy at any time.

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**Teacher of Economics**  
**Required September 2021**

We require a dynamic and well-qualified full time Teacher of Economics to join this thriving Department from September 2021. You will have excellent subject knowledge and be passionate about economics.

We welcome applications from colleagues in both the State and Independent sectors. Applicants without formal teaching qualifications or experience will also be considered for this position.

Closing date: 12pm, 27 April 2021.

Applications will be assessed in order of receipt. Interviews may take place at any stage.

The School is committed to safeguarding and promoting the welfare of children, and all applicants must be willing to undergo enhanced DBS checks and have reference checks taken up with previous employers.

Applications and supporting statements should be submitted by email to recruitment.academic@johnlyon.org

Number 310033  
Registered Charity  
WWW.JOHNLYON.ORG/VACANCIES

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**Head of Design and Technology**  
**Full Time, Permanent**  
Queen’s Gate is a thriving GSA day school for girls aged 4-18 and is ideally situated in Central London to take advantage of the many educational opportunities on offer. We wish to appoint from September 2021, a suitably qualified teacher as Head of Design Technology to lead a strong, collaborative team.

The successful candidate will:

- Ideally be a Product Design specialist
- Be an excellent classroom practitioner and have experience in teaching the new OCR specifications at both A level and GCSE
- Be confident teaching across the spectrum of Design & Technology including Textiles and Electronics

An application form, person specification and job description may be downloaded from our website www.queensgate.org.uk/about-us/employment-opportunities.

Closing date: Monday 26th April 2021

Please note that the School reserves the right to appoint at any stage during the recruitment process.

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**Head of Literacy**  
**Full Time, Permanent**  
**StartDate: 1st September 2021**

We are seeking to appoint, from September 2021, an inspiring, committed and enthusiastic Head of Literacy to join our talented Heads of Department. The successful candidate will be an outstanding leader and teacher, passionate about their subject, and must be willing to contribute to the wider life of the school. You will have the ability to lead and inspire both pupils and staff in our mission to achieve the very highest standards of literacy in all aspects of school life. The successful candidate will have a clear vision for whole school literacy and be confident in leading and inspiring both students and colleagues across all key stages and curriculum areas. This role would be suitable for an experienced Head of Department or a classroom teacher with a keen interest in literacy and communication; the role is not necessarily suited to English specialists – more important is a commitment to embedding high quality written and verbal communication in all subject disciplines.

Please apply by following the link on the tes.com/jobs website.

Closing date: Monday 26th April 2021
INDEPENDENT SENIOR EDUCATION

Teacher of English
Full Time, Permanent
Start Date: 1st September 2021

We are seeking to appoint, from September 2021, an inspiring, committed and enthusiastic Teacher of English to join an outward-looking and high achieving faculty. The successful candidate will be an outstanding teacher, passionate about their subject, and must be willing to contribute to the wider life of the school.

The English Faculty at Bury Grammar School is a thriving team of nine members of staff, including the Head of Faculty and Heads of English Language and Literature. We work together to nurture excellent results from the young people we teach. In 2020 our pupils achieved exceptional standards at GCSE and A level, with over one in three grades awarded at grades A*-9 at A level. We are committed to enabling our pupils to benefit from the very best standards of teaching and are proud of our Faculty culture of collaboration.

Please apply by following the link on the tes.com/jobs website.

Closing date: Wednesday 23rd April 2021

Head of Food and Nutrition
Required: September 2021
Closing Date: 9am, Wednesday 5th May 2021

Brentwood Senior School is an academically selective HMC co-educational independent school with small class sizes and a happy, ambitious and supportive staff team. It is part of Brentwood School, a 3-18 HMC school of 1,850 pupils, just 20 minutes from London Liverpool Street.

We are seeking to recruit an outstanding Head of Food and Nutrition to lead this dynamic and thriving department which consists of a full-time Head of Department and two part-time teachers. Food Preparation and Nutrition is taught to all pupils in Year 8 and as an option in Year 9. We offer the subject at GCSE and we offer the Food Science and Technology BTEC Standard Level course in the IB Diploma. We have also offered a Level 2 BTEC course as part of our Sixth Form enrichment programme. The department is currently supported by three part-time technicians and all ingredients are supplied and prepared before lessons.

The department is located in the Hardy Annies Design Centre, which contains two fully-equipped Food rooms that can accommodate 80 and 10 pupils respectively. The department offers additional extra-curricular and cross-curricular activities throughout the school year. Pupils are also encouraged to enter school events such as the Junior Bake-off and The Tefal Diamond Standard Award.

The School has its own generous salary scale significantly above the maintained sector. To download further information and an application pack, please visit our website or email HR@brentwood.co.uk. All Brentwood School vacancies can be found on the School’s website. The School reserves the right to change these dates, and to close the vacancy at any time.

Brentwood School is committed to safeguarding and promoting the welfare of children, and expects all employees and volunteers to share this commitment. All applicants will be subject to appropriate checks and selection procedures, including reference checks, enhanced DBS checks and appropriate safeguarding checks as appropriate to the post.

Teacher of Geography
Required for September 2021

If you are looking to teach in a School where class sizes are small, where teachers receive excellent CPD and teach in state-of-the-art facilities, then Luckley House School could be for you.

This is an exciting opportunity for an enthusiastic and inspirational geographer to join this growing and successful school. The ability to teach Film Studies or Creative Digital Media would be advantageous, but is not essential.

A willingness to contribute fully to a successful department whilst also adding to the extra-curricular and pastoral life of the School is essential.

A job description and application form are available on the school website: www.tes.com/jobs/employer/-1002273

Closing date: Monday 10 May 2021

Luckley House School is committed to safeguarding and promoting the welfare of children and young people. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

TEACHER OF ENGLISH
For September 2021

We are seeking an enthusiastic and well-qualified graduate to teach full-time from Year 9 through to Oxbridge preparation in a dynamic and successful department. The ability to teach Film Studies or Creative Digital Media would be advantageous, but is not essential.

A willingness to contribute fully to a successful department whilst also adding to the extra-curricular and pastoral life of the School is essential.

A job description and application form are available on the school website: www.tes.com/jobs/employer/-1002273

Closing date: Monday 26 April 2021

Stowe School is committed to equality of opportunity and inclusion. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.
INDEPENDENT SENIOR EDUCATION

DULWICH COLLEGE
FOUNDED 1649

HEAD OF GEOGRAPHY
September 2021/January 2022

An academically selective independent boys’ school with a tradition of inspired teaching, genuine scholarship and co-curricular breadth, Dulwich College is situated in a 70 acre campus in South East London. A first-rate Geography Teacher, or an experienced Head of Department is required to lead the department.

Closing date: 4.00pm on Monday 26 April 2021 with interviews taking place on Tuesday 4 May 2021.

Further details are available from www.dulwich.org.uk/appointments or by contacting 020 8299 9326/5183.

We are committed to safeguarding and promoting the welfare of children. A DBS Disclosure is required to Enhanced level. Charity 1150064.

Haberdashers’ Aske’s School for Girls

TEACHER OF GEOGRAPHY

Required September 2021

This is an exciting opportunity for a well-qualified and enthusiastic full time Teacher of Geography to join our vibrant academically selective school. The Geography Department is well-resourced both in terms of equipment and teaching rooms. Students in Years 7 - 11 are issued with school iPads, and Sixth Form students bring their own mobile devices to lessons.

If you can inspire and lead students, have the vision and energy to play a leading role in delivering a world-class education, we would be delighted to hear from you.

Further details and application forms are available from www.habsgirls.org.uk

Applications should be submitted on the School’s application form, detailing how you meet the requirements of the role and person specification – CVs are not accepted.

Closing date: Monday 26 April 2021.
Interview date: Tuesday 4 May 2021.

Haberdashers’ Aske’s School for Girls is committed to safeguarding and promoting the welfare of children and young people. The successful candidate will be subject to a Disclosure and Barring Service enhanced check.

Luckley House School

TEACHER OF COMPUTER SCIENCE

Part time, approx 0.5 to 0.7 FTE • Required for September 2021

If you are looking to teach in a School where class sizes are small, where teachers receive excellent CPD and teach in state-of-the-art facilities, then Luckley House School could be for you.

This is an exciting opportunity to teach Computer Science at all levels up to and including A Level. Passion for the subject and a willingness to become involved in the pastoral and extra-curricular life of the School, are all essential requirements.

For further details, please contact Mrs NHall, HR Manager, email: narene.hall@luckleyhouseschool.org

Alternatively, an application/information pack can be downloaded from: www.tes.com/jobs/employer/-1002273

Closing date: Monday 10 May 2021 (noon)

We reserve the right to interview and appoint before the closing date.

Luckley House School is committed to safeguarding and promoting the welfare of children and young people. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the DBS.
INDEPENDENT SENIOR EDUCATION

THE KING’S SCHOOL IN MACCLESFIELD

HMC Day School for boys and girls

TEMPORARY MATHEMATICS TEACHER

There will be a full-time vacancy for a Mathematics Teacher to teach throughout the Senior School from September 2021 for approximately three terms to cover for maternity leave.

Further details and an Application Form can be obtained from our website on the Job Opportunities page: https://www.kingsmac.co.uk/about/job-opportunities

Closing date: 4th May 2021

Email: staffvacancies@kingsmac.co.uk

www.kingsmac.co.uk

King’s is committed to safeguarding and promoting the welfare of children: successful applicants will be subject to a DBS check.

Teacher of Mathematics

Required September 2021

Kensington Park School is seeking to appoint a highly qualified, inspirational and enthusiastic Teacher of Computing from September 2021 to teach Computing and ICT throughout the School, including GCSE and A level. The ability to teach Mathematics to GCSE would be an advantage.

Closing Date: 5 May 2021

Full details can be found in our Job description and Applicant info pack on www.tes.com/jobs

Kensington Park School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

Teacher of Computing

Full Time, Permanent

Start Date: September 2021

Kensington Park School is seeking to appoint a highly qualified, inspirational and enthusiastic Teacher of Computing from September 2021 to teach Computing and ICT throughout the School, including GCSE and A level. The ability to teach Mathematics to GCSE would be an advantage.

Closing Date: 5 May 2021

Full details can be found in our Job description and Applicant info pack.on

www.tes.com/jobs

Kensington Park School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

Head of Mathematics

Full Time, Permanent

Salary: Competitive depending on experience

We are looking for an enthusiastic and knowledgeable mathematician to lead the subject and to teach Mathematics and Further Mathematics to A Level in this rapidly growing independent school for boys, as we move to our new home in Crystal Palace. If you relish the challenge of helping to create something special, this opportunity could be for you!

The deadline for applications is 26th April 2021

Enquiries about the role should be directed to Mrs L Sales, Headmaster’s PA, on 020 8185 7770 or E-mail: lsales@thecedarschool.org.uk.

The Cedars School is committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and an Enhanced Disclosure from the Disclosure and Barring Service.

Closing date for applications is Monday 3 May 2021.

Interviews will be held as soon as possible after the closing date.

For a role description and to apply please visit the Working For Us section on www.tes.com/jobs and contact Tracy Spencer at tracy.spencer@itcharity.org.uk

The Cedars School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

Teacher of Maths

The Mathematics team is a very strong department with a mixture of fourteen committed teachers of varied backgrounds and experiences and the department benefits from strong and supportive leadership.

To apply and for more details please visit the tes.com/jobs website.

The deadline for application is by Thursday 13th May 2021 but please note, applications will be reviewed upon receipt and shortlisted candidates may be invited for interview at short notice.

St George’s Weybridge is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. St George’s Weybridge is an Equal Opportunities Employer and a registered Educational Charity.

LVS Ascot is a high performing co-educational day and boarding school, with a reputation for all-round excellence. Through our stimulating curriculum and vibrant co-curricular activities, we provide our pupils with an environment where they are valued, encouraged and inspired.

LVS Ascot is seeking to appoint a Teacher of Mathematics. The ideal candidate will have a passion for Mathematics and will have superb knowledge. Experience and qualifications to teach the subject to A level is essential.

So join us and you will find a friendly and supportive team, not to mention superb facilities, great benefits, plus the chance to have an active role in the life of this exceptional school. There may also be an opportunity to work as a boarding tutor in return for accommodation.

Closing date for applications is Monday 3 May 2021.

Interviews will be held as soon as possible after the closing date.

For a role description and to apply please visit the Working For Us section on www.tes.com/jobs or contact Tracy Spencer at tracy.spencer@itcharity.org.uk

LVS Ascot is a co-educational day and boarding school committed to safeguarding, Prevent Duty and promoting the welfare of children and young people ages 4 – 18.

Registered charity No. 230011

tes

1000s of potentially amazing teachers are being locked out from joining your school

Discover how we can offer you a new way forward.

Attract Train Empower

show me how: tes.com/school

23 APRIL 2021 Tes 95
**TEACHER OF MATHEMATICS**

**Full Time, Permanent**

Brighton College is seeking to appoint a Teacher of Mathematics from September 2021.

The successful candidate will be expected to teach Maths across the curriculum, from Year 7 to A-level. An ability to contribute towards the department’s extension programme, including a willingness to support pupils with applications to leading universities (including Oxford and Cambridge), will be a distinct advantage. All teachers within the Department are expected to assist in the development of schemes of work, through the creation of teaching resources and the compilation of content for our virtual learning centre.

For further information, please see the Applicant Info Pack on Tes.com/jobs or visit our website.

**Deadline for applications: 28 April 2021**

Brighton College is committed to safeguarding and promoting the welfare of children; the successful applicant will be subject to an enhanced disclosure through the DBS.

Brighton College, Brighton, East Sussex, BN2 0AL
Kent College Pembury excels in adding value to its pupils both academically and pastorally. We are seeking to appoint an outstanding, ambitious and motivated individual, with a passion for inspiring students to lead a healthy, active lifestyle. The successful candidate will teach across the whole school and be able to deliver outstanding lessons across our diverse and varied curriculum. We would welcome applications from teachers new to the profession. Applicants should be able to coach at least one of our performance sports to a high level (hockey specialism would be desirable) and teach academic Physical Education at GCSE and/or A Level and/or BTEC Level 3.

Set in 75 acres of beautiful countryside our grounds incorporate, two adjoining sports halls, a new floodlit Astroturf, fitness suite, seven netball courts, tennis courts, a confidence/assault course, cross country course, indoor climbing wall, and dance studio. The school has recently been granted planning permission for a replacement swimming pool. The Physical Education department is a happy, thriving team made up of seven members of staff, which includes a Director of Sport, Head of Academic PE, Head of Hockey, and Head of Netball.

Founded in Folkestone in 1886, Kent College is an independent day and boarding school for girls, with a Senior School (ages 11-18) and Preparatory School (ages 3-11) sharing the same site, facilities and some specialist staff. The school is one of a group of twelve schools within the Methodist Independent Schools Trust. The school has a resident Chaplain who leads the Christian worship in the school.

Closing date: Monday 26 April 2021

For any queries relating to the role or your application, please email recruitment@surbitonhigh.com

Please note that the School reserves the right to appoint at any stage during the recruitment process.
TEACHER OF PHYSICAL EDUCATION

SEPTEMBER 2021

An academically selective independent boys’ school with a tradition of inspired teaching, genuine scholarship and co-curricular breadth, Dulwich College is situated in a 70 acre campus in South East London.

A dynamic and committed graduate is required to teach PE and Games throughout the College. The ability to teach across a wide range of sports is desirable as well as a strong interest and expertise in Athletics. Head of Athletics would be available for the right candidate. The ability to teach examined PE would also be advantageous.

Closing date: 4.00pm on Tuesday 27 April 2021 with interviews taking place on Tuesday 4 May 2021.

Further details are available from www.dulwich.org.uk/contact/staff-vacancies or by contacting 020 8299 9326/5183.

We are committed to safeguarding and promoting the welfare of children. A DBS Disclosure is required to Enhanced level. Charity 115066.

TEACHER OF PSYCHOLOGY

Required from September 2021

Our thriving independent school is seeking an ambitious Teacher of Psychology with the ability to teach Psychology A Level with real passion. You will be a well-qualified graduate who may have teaching experience, although the role would also be suitable for a candidate who has the potential to develop as a teacher. The ability to engage and inspire pupils at all levels will be warmly welcomed into our successful and inclusive Psychology Department. Experience of, or an enthusiasm to learn, BTEC Psychology would be an asset.

What we offer you: a competitive salary based on the generous Bede’s teacher pay scale; an exciting and innovative environment where you can excel in the delivery of academic excellence and a co-curricular programme that is the envy of many, professional development opportunities that will enable you to be the best you can be.

To apply, please complete an Application Form and return it to recruitment@bedes.org with a covering letter.

Closing date: 9am on Friday, 30th April 2021.

Applications will be considered as they are received. Early applications are therefore encouraged.

Bede’s is committed to safeguarding and promoting the welfare of children and applications must be willing to undergo child protection screening appropriate to the post, including checks with previous employers and the Disclosure and Barring Service.

Teacher of Chemistry, Physics or Science

Full Time, Maternity Cover

Required for September 2021

We are seeking to appoint an ambitious and enthusiastic teacher of Chemistry, Physics or Science to ignite a passion for learning in all our students and to encourage them to be challenged by the complexities of the Universe.

The Science department encompasses the three separate disciplines of Biology, Chemistry and Physics. It is housed in a block comprising nine laboratories and dedicated preparation and facilities. Science is taught as a combined discipline in Years 7 and 8, but as separate subjects by more experienced teachers.

St Edmund’s College welcomes all applications and holds a sponsor licence for non-EEA Nationals. The successful candidate must be able to teach General Science to KS3 and to teach Chemistry or Physics to GCSE.

Closing date for applications is: As soon as possible.

Interviews to take place: As soon as applications are received.

Telephone: 01920 824335, Email: hr@stedmundscollege.org

The College is committed to safeguarding the welfare of children, therefore, all candidates will be required to undergo an Enhanced DBS check. We will seek references on short-listed candidates that will include questions about past disciplinary actions or allegations in relation to behaviour with children and may approach previous employers for information to verify particular experience or qualifications before interview.

Teacher of Science

Full Time

To start September 2021

As a result of the expansion of the Science department, an exciting opportunity has arisen at Quinton House School for a dynamic and inspirational Teacher of Science to contribute to providing an excellent education for all our students.

The successful candidate will be able to challenge children through innovative activities and be passionate about their learning. They should be an exceptional educator and excited about working as part of the wider Quinton House community. They must have a proven track record of excellent results at GCSE. They must be able to teach A Level (all disciplines considered).

At Quinton House, we seek to provide our students with a range of opportunities to ensure their success in an ever-changing world. Our students are enthusiastic, well behaved and eager to learn and we are looking for a creative and dedicated practitioner to join our supportive and friendly staff team.

Candidates for the position should be willing to contribute to the extensive co-curricular life of this excellent, happy and caring school.

For an informal conversation, further details and an application pack please contact Mrs Jo Storey, Principal: jo.storey@quintonhouseschool.co.uk

Closing date: Midday on Monday, 3rd May 2021.

The school is committed to safeguarding the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment. Safe recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed. Appointment is subject to an enhanced Disclosure and Barring Service (DBS) check for regulated activity. If the candidate has lived in the USA and/or commutable for all other countries inhabited (irrespective of whether they worked in those countries

INDEPENDENT SENIOR EDUCATION

INTELLIGENT AND DEDICATED PRACTITIONER TO JOIN OUR SUPPORTIVE AND FRIENDLY STAFF TEAM.

FURTHER DETAILS AND AN APPLICATION PACK PLEASE CONTACT MRS JO STOREY, PRINCIPAL:

JO.STOREY@QUINTONHousesCHOOL.CO.UK

CLOSING DATE: MIDDAY ON MONDAY, 3RD MAY 2021.

THE SCHOOL IS COMMITTED TO SAFEGUARDING THE WELFARE OF CHILDREN AND YOUNG PEOPLE AND EXPECTS ALL STAFF, VOLUNTEERS AND OTHER THIRD PARTIES TO SHARE THIS COMMITMENT. SAFE RECRUITMENT PRACTICE AND PRE-EMPLOYMENT BACKGROUND CHECKS WILL BE UNDERTAKEN BEFORE ANY APPOINTMENT IS CONFIRMED. APPOINTMENT IS SUBJECT TO AN ENHANCED DBS CHECK FOR REGULATED ACTIVITY. IF THE CANDIDATE HAS LIVED IN THE USA AND/OR COMMUTABLE FOR ALL OTHER COUNTRIES INHABITED (IRRESPECTIVE OF WHETHER THEY WORKED IN THESE COUNTRIES...
TEACHER OF SCIENCE

Part time, approx 0.3 FTE • Required for September 2021

If you are looking to teach in a school where class sizes are small, where teachers receive excellent CPD and teach in state-of-the-art facilities, then Luckley House School could be for you. A physics specialism is preferred. This is an exciting opportunity to teach Science up to and including GCSE. The ability to teach A Level will be an advantage. Passion for the subject and a willingness to be involved in the pastoral and extra-curricular life of the School, are all essential requirements.

For further details, please contact Mrs NHall, HR Manager, email: narene.hall@luckleyhouseschool.org
Alternatively, an application/information pack can be downloaded from: www.tes.com/jobs/employer/-1002273

Closing date: Monday 10 May 2021 (noon)

We reserve the right to interview and appoint before the closing date.

Luckley House School is committed to safeguarding and promoting the welfare of children and young people. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the DBS.

www.luckleyhouseschool.org.uk
LVS Ascot is a high performing co-educational day and boarding school, with a reputation for all-round excellence. Through our stimulating curriculum and vibrant co-curricular activities, we provide our pupils with an environment where they are valued, encouraged and inspired. 

We wish to appoint an enthusiastic Teacher of Physics who is able to teach the subject to A Level. The ability to teach Maths would be an advantage.

The successful applicant would join an innovative, cohesive and well-resourced department which offers a wide range of GCSE courses with buoyant numbers at A Level. Full support and induction are provided, as well as a strong whole-school commitment to continuing professional development.

So join us and you will find a friendly and supportive team, not to mention superb facilities, great benefits, plus the chance to have an active role in the wider life of our outstandingly successful school.

Further details and an application form can be obtained from our website. Please apply as soon as possible.

Closing date: 8am, Monday 26 April 2021.

First round interviews: w/c 3 May 2021.

Final interviews: w/c 10 May 2021.
Bu
Renowned for its pedagogy, staff development and academic success, the department is always keen to respond to individual interests. Our department at Haberdashers’ is a vibrant and enjoyable place to work.

The post would suit an NQT, an experienced teacher or someone wishing to move into the independent sector.

TEACHER OF PHYSICS

Full Time, Permanent

Brighton College is seeking to appoint a Teacher of Physics. The start date for this role is anticipated to be September 2021. The successful candidate will be expected to teach physics across the curriculum, from Year 7 to A-level. An ability to contribute towards the department’s extension programme, including a willingness to support pupils with applications to leading universities (including Oxford and Cambridge), will be a distinct advantage. All teachers within the department are expected to assist in the development of Schemes of Work, through the creation of teaching resources and the compilation of content for our virtual learning environment.

All teachers at Brighton College are expected to contribute to the school’s pastoral system, generally as a tutor in one of our 14 houses (of which six are boarding houses and eight are day). There is also an expectation that all teachers will contribute to the co-curricular life of the school, through the extensive Games programme, and/or through the leadership of one of almost 100 school societies. Candidates are encouraged to point to interests and enthusiasms as part of their application.

All teachers joining Brighton will have the benefit of guidance from an experienced mentor, whose role it will be to provide support during their probationary period. Thereafter, all teachers are expected and supported to participate in continuous professional development throughout their time at the College.

For further information, please see the Applicant Info Pack on Tes.com/jobs or visit our website. Deadline for applications: 28 April 2021

Brighton College is committed to safeguarding and promoting the welfare of children; the successful applicant will be subject to an enhanced disclosure through the DBS.

Brighton College, Brighton, East Sussex, BN2 0AL

Nurturing Excellence | Headmaster: Gus Lock MA (Oxon)

The Sunday Times Independent School of the Year 2017

www.habsboys.org.uk
Part-time Teacher of Sociology

We are seeking to appoint a part-time Teacher of Sociology to introduce the subject into our A Level provision in our thriving all-through school community. The hours will be four initially, rising to eight as the class moves into the second year of A Level. Our school has a strong Christian Catholic ethos which puts the development of children’s talents at the centre of all we do.

The successful candidate will be able to teach A Level Sociology and will have experience of enabling pupils to succeed at this level.

Applications (application form, accompanying the Human Resources Manager, Ms Ellen Phillips 01865 762802  ephilips@ryestantony.co.uk; 01865 762802) should be addressed to (ephelips@ryestantony.co.uk; 01865 229227).

The closing date for applications is 12 noon on Tuesday 4 May 2021. Interviews will be held on Wednesday 12 May 2021. Pullen’s Lane, Oxford OX3 0BY Telephone: 01865 762802 www.ryestantony.co.uk

Teacher in the Junior School (fixed term, maternity cover)

Salary: MGS own salary scale

An opportunity to work from September 2021 in one of the country’s leading schools.

For details of the post and the application procedure, please visit www.mgs.org/vacancies

The deadline for applications is 09:00 on Thursday 29 April.

MGS is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. All applicants must be willing to undergo child protection screening.

Closing date for applications: Monday 3 May 2021
St. Anthony’s School for Boys
90 Fitzjohn’s Avenue, Hampstead, London NW3 6NP
www.stanthonyssrep.org.uk

Head of Maths
Salary: Dependent on skills and experience, and in line with the Alpha Plus pay scale.
Required January 2022 start (or sooner for a suitable candidate)
Hours of work: 35 hours per week, 8.30am until 4.30pm.
St Anthony’s School for Boys is looking to appoint a well-qualified, engaging and inspirational teacher who will also lead this important Faculty. The person appointed will oversee teaching and learning in Maths from Reception up to and including Year 8. They will inherit a Faculty that is in excellent shape evidenced by success in Common Entrance and senior school examinations as well as external competitions. From September 2021, St Anthony’s moves from a departmental to a Faculty structure consisting of Heads of Maths, English, Science, Humanities, Languages and the Creative Arts. Heads of Faculty, as senior middle leaders, will meet regularly to share good practice and contribute to academic policy-making throughout the school. The post will be attractive to someone seeking relevant whole school experience before moving on to an Assistant Headship or Deputy Head position.
We welcome applications from colleagues currently serving in maintained or independent schools. The overriding priority is to appoint someone with a track record of outstanding learning outcomes and an educational vision that always puts pupils first.
Find out more: https://isw.changeworknow.co.uk/alphaplusgroup/vms/e/careers/search/new
Closing date: 29th April 2021.
St Anthony’s Boys and the Alpha Plus Group are committed to safeguarding and promoting the welfare of children and young people and employees of the school are expected to share this commitment. The protection of our students’ welfare is the responsibility of all staff within the Alpha Plus Group Schools and individuals are expected to conduct themselves in a way that reflects the principles of our organisation.
All members of staff must undergo an enhanced DBS with Barred List and Teaching Prohibition order clearance, be aware of and follow the Safeguarding, Prevent Duty, Anti-bullying and Behaviour and Discipline policies of the school, and participate in training on safeguarding, prevent duty and personal welfare.

Anthony’s School for Boys
90 Fitzjohn’s Avenue, Hampstead, London NW3 6NP
www.stanthonyssrep.org.uk

Head of Maths
Salary: Dependent on skills and experience, and in line with the Alpha Plus pay scale.
Required January 2022 start (or sooner for a suitable candidate)
Hours of work: 35 hours per week, 8.30am until 4.30pm.
St Anthony’s School for Boys is looking to appoint a well-qualified, engaging and inspirational teacher who will also lead this important Faculty. The person appointed will oversee teaching and learning in Maths from Reception up to and including Year 8. They will inherit a Faculty that is in excellent shape evidenced by success in Common Entrance and senior school examinations as well as external competitions. From September 2021, St Anthony’s moves from a departmental to a Faculty structure consisting of Heads of Maths, English, Science, Humanities, Languages and the Creative Arts. Heads of Faculty, as senior middle leaders, will meet regularly to share good practice and contribute to academic policy-making throughout the school. The post will be attractive to someone seeking relevant whole school experience before moving on to an Assistant Headship or Deputy Head position.
We welcome applications from colleagues currently serving in maintained or independent schools. The overriding priority is to appoint someone with a track record of outstanding learning outcomes and an educational vision that always puts pupils first.
Find out more: https://isw.changeworknow.co.uk/alphaplusgroup/vms/e/careers/search/new
Closing date: 29th April 2021.
St Anthony’s Boys and the Alpha Plus Group are committed to safeguarding and promoting the welfare of children and young people and employees of the school are expected to share this commitment. The protection of our students’ welfare is the responsibility of all staff within the Alpha Plus Group Schools and individuals are expected to conduct themselves in a way that reflects the principles of our organisation.
All members of staff must undergo an enhanced DBS with Barred List and Teaching Prohibition order clearance, be aware of and follow the Safeguarding, Prevent Duty, Anti-bullying and Behaviour and Discipline policies of the school, and participate in training on safeguarding, prevent duty and personal welfare.

Pembroke Hall School
KS2 Maths Teacher
(required with Class Teacher responsibilities)
Required September 2021
Full Time, Permanent

The Role
We are seeking to appoint a Maths specialist to teach girls in Years 5 and 6, combined with class teacher responsibilities and associated teaching of other subjects. Experience of preparing children in Maths at 11+ for independent senior school transition would be an advantage, though not essential. Candidates would be expected to show a particular ability to deliver high challenge and creative learning for girls of high attainment. This is an exciting opportunity for a qualified, imaginative, driven teacher who works with equal efficacy independently and as part of a team.

The School
Pembroke Hall is a dynamic, forward-thinking school where innovative thinking is encouraged and valued. There is a wonderful camaraderie amongst colleagues and girls enjoy warm relationships with their teachers. We believe that an enriching and challenging curriculum is a fundamental right of every child: ‘challenging learning is fun; fun learning is challenging’. The ability to effectively track the academic attainment and progress of each child and to tailor learning accordingly are essential skills of a Pembroke Hall teacher. Teachers share a holistic vision of individual girls’ progress: recognising and understanding the value of excellent pastoral care, alongside academic attainment. Parents are a valued part of our school community and staff are expected to offer bespoke and regular feedback to parents on their daughters’ learning and personal development.
Please see https://isw.changeworknow.co.uk/alphaplusgroup/vms/e/careers/positions/b1peo2lahkkv78umerttitd to submit your application via the Alpha Plus Group careers site. Applications should reach the school no later than Monday 26 April at 08.00.

The School
North Bridge House Preparatory School
is part of the Cognita schools family

Head of Music
Full Time, Permanent
Salary: maximum of £42,148
From September 2021, or as soon as possible thereafter, we are looking to appoint an engaging, committed and inspirational Head of Music who is determined to create an outstanding offer for all our students.
You must be passionate about Music and willing to go the extra mile to ensure that the subject takes its rightful place at the centre of the School. With the support of your talented team, you will have overall responsibility for promoting high participation levels of Music outside of the curriculum and to contribute co-curricular enrichment activities to the school, running various ensembles. Central to your aims will be ensuring that each child can discover the skills, abilities, talents and interests that lie within them.
You will be an outstanding and enthusiastic classroom practitioner able to build exceptional provision, ensuring that strong foundations for subject progression through to Senior School are in place, enabling all students to fall in love with the study and practice of music. You will be able to showcase your unwavering passion for teaching the curriculum in an inspiring way to ignite our students’ passion for the subject, and to help students to achieve success in their exams and in their future lives. You will be dynamic, enthusiastic and driven with high expectations.
For more information about working at Taunton School, and to view the detailed job description and person specification for this role, please visit tauntonschool.co.uk/about/job-vacancies/ To apply, please click on ‘apply for job’ on the job page.
The closing date for receipt of applications is midnight on Sunday 25th April 2021, however early applications are encouraged as they will be reviewed as received.
Longlist interviews will take place online between 28th and 30th April 2021, with final interviews taking place on site during week commencing 3rd May 2021.
We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The offer of employment will be subject to a number of pre-employment checks including ID and Right to Work in the UK, satisfactory references and a successful enhanced DBS check.
Taunton School is an equal opportunities employer and welcomes applications from appropriately qualified persons regardless of gender, marital status, sexual orientation, race, ethnic origin, nationality, religion, disability and age. Candidates will be assessed against relevant criteria only (i.e. skills, qualifications, abilities, experience) in selection and recruitment.

Cognita
North Bridge House Preparatory School is part of the Cognita family

INDEPENDENT PREPATORY EDUCATION

23 APRIL 2021 103
Ratcliffe College Preparatory School is seeking to appoint an inspirational, qualified teacher to teach within our Preparatory School, fixed term, for the academic year September 2021 to July 2022.

This position has become available to allow our Head of Music to take on the role of Deputy Head [Maternity Cover] for the year.

An ability to play piano and run instrumental co-curricular ensembles would be an advantage.

For full details and the application process, please see www.ratcliffecollege.com/about/vacancies

The closing date is 1.00pm on Thursday, 13 May 2021

Ratcliffe College is committed to safeguarding the welfare of children and all applicants must be willing to undergo child protection screening, including checks with past employers and the Disclosure and Barring Service.

Games Coach
Job starts: September 2020
Salary: Competitive
Part Time - Permanent

We are looking to appoint a Games Coach from September 2021 to join our thriving PE/Games department, to help with coaching and organisation of various teams. The teams range from U6s to U15s.

Depending on the season the following games are taught: Hockey, Rugby, Football, Netball and Cricket. There may also be the opportunity to coach other sports. Duties will include being in charge of the preparation, coaching, refereeing/umpiring of some or all of the above main sports.

This is a part-time position - Monday to Thursday 2.00-5.15pm.

For more information about Rose Hill School visit: www.rosehillschool.co.uk

Closing date for this post is 4th May 2021
To apply for this vacancy please use the Apply Now button on the TES website.

Year 5 & 6 Form Teacher
Full Time - Permanent
Salary: Depending on experience
Start date: 1st September 2021

Set in an enviable position in the heart of London, with museums and green spaces on our doorstep, Prince’s Gardens is a brand new independent preparatory school which opened in September 2020 for children aged 3-11 years. A school where pupils excel academically whilst developing their strength of character, personal resilience and sense of purpose that will last them a lifetime.

We have an exciting opportunity for a Year 5 & 6 form teacher to join us from September 2021, to lead, manage and evaluate the delivery of high-quality teaching and learning.

Candidates must have a relevant teaching qualification and first-rate interpersonal skills.

As part of the Cognita family of schools, Prince’s Gardens employees enjoy a comprehensive range of benefits, not least professional development and opportunities to work around the globe.

To apply, visit www.princesgardensprep.co.uk

• Download and complete the application form
• Email the application form, a covering letter to careers@princesgardensprep.co.uk
• Please note: CVs are not acceptable for this role

Applications may be interviewed upon application and before the closing date.

Closing date for the applications: Monday 26th April 2021

Head of Science
Full Time, Permanent | Start date January 2022 (or sooner if available)

Witham Hall School is a happy and thriving co-educational boarding and day Prep school, set within superb grounds on the Lincolnshire/Rutland border. There are 250 pupils between the ages of 4 and 13.

The School is currently seeking an energetic and passionate Head of Science to take the lead in setting the standards within the Science department. The role will involve the teaching of Science to Year 5 to Year 8, preparing pupils for the Common Entrance Examination at 13+ and for Scholarship Examinations to a variety of leading Independent Schools nationally, along with the development and delivery of departmental policies.

With strong academic qualifications, and experience of teaching Science to a high standard, you will possess excellent interpersonal skills with the ability to inspire pupils.

To apply please send a covering letter together with the School’s Application Form, available from the website www.withamhall.com (contact us-vacancies).

A CV is welcome but may not be submitted in lieu of the Application Form.

The closing date for receipt of completed applications is 0900 on Tuesday 4th May 2021. Interviews will be taking place 10th and 11th May 2021. The School reserves the right to appoint an outstanding candidate before the closing date, so early applications are encouraged.

Witham Hall School Trust is committed to safeguarding and promoting the welfare of children and young people. Applicants must be willing to undergo child protection screening appropriate to the post, including referencing and the Disclosure and Barring Service (DBS).

Key Stage 2 Teacher - Full-time Maternity Cover
Full Time, Maternity Cover

Queen’s Gate is a thriving GSA day school for girls aged 4–18 and is ideally situated in Central London to take advantage of the many educational opportunities on offer.

We require, from 1st September 2021, a suitably qualified Key Stage 2 teacher for our thriving Junior School, possibly for one term only. The successful candidate would have experience of teaching Years 3–6. Ideally, candidates should have experience in preparing pupils for 11+ assessments. Flexibility, high expectations and a willingness to work as part of a team are all desirable attributes. Experience of independent schools would be an advantage.

An application form, person specification and job description may be downloaded from our website www.queensgate.org.uk/about-us/employment-opportunities. When completed the application form should be sent together with a covering letter to the Principal by email to recruitment@queensgate.org.uk

Closing date: Monday, 26th April 2021.

Queen’s Gate is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. A George’s World is an Equal Opportunities Employer and a registered Educational Charity.

St George’s Weybridge is committed to safeguarding and promoting the welfare of children and young people. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. St George’s Weybridge is an Equal Opportunities Employer and a registered Educational Charity.
Do you want to make a positive contribution to the future of Scotland’s children and young people by helping to shape and influence the direction of education across the country, ensuring every learner has the chance to fulfil their potential, regardless of their background? Do you have a passion for quality and improvement in education? Then we want to hear from you.

We are enhancing our scrutiny activities and are recruiting enthusiastic and committed professionals with experience of quality and improvement in education to help us ensure Scotland is the best place for learners of all ages. If you want a job that makes a real difference and puts the future of children and young people at the heart of your work, we’d love to hear from you as we write the next chapter of Scotland’s education story. Take a look at our vacancies below.

HM Inspector of Education

HM Inspectors of Education (HMI) undertake a range of scrutiny activity. As an HM Inspector, you will drive improvement in standards and quality through evaluative activities, dissemination of highly effective practice and building capacity in the system for improvement.

You will operate with impartiality, fairness and diplomacy. As an HM Inspector you will have significant experience in a senior leadership role and a strong track record of leading improvements and change to improve outcomes for learners.

For more information, and details of how to apply for any of the above posts, please visit www.work-for-scotland.org

The closing date for applications is 10th May 2021.

An Equal Opportunities Employer
Do you want to make a positive contribution to the future of Scotland’s children and young people by helping to shape and influence the direction of education across the country, ensuring every learner has the chance to fulfil their potential, regardless of their background?

Do you have a passion for quality and improvement in education?

Then we want to hear from you.

We are enhancing our scrutiny activities and are recruiting enthusiastic and committed professionals with experience of quality and improvement in education to help us ensure Scotland is the best place for learners of all ages. If you want a job that makes a real difference and puts the future of children and young people at the heart of your work, we’d love to hear from you as we write the next chapter of Scotland’s education story. Take a look at our vacancy below.

Health and Nutrition Inspector

Health and Nutrition Inspectors (HNI) monitor and report on the implementation of the Schools (Health Promotion and Nutrition) through a programme of primary, secondary and special school inspections.

As an HNI you will work in partnership with key organisations to support and promote improvements in health and wellbeing in schools. You will take a lead role in relation to the provision of food for school children and young people.

You will promote improvement through external evaluative and scrutiny activities, identifying and disseminating highly-effective practice and building capacity to support continuous improvement with local authorities and their partners.

For more information, and details of how to apply for any of the above posts, please visit www.work-for-scotland.org

The closing date for applications is 21st May 2021.

An Equal Opportunities Employer

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. A disclosure and barring services check will be undertaken for the successful applicant.

Horizon Community College reserve the right to close this advert prior to the closing date above.

Exceptional teachers create exceptional results; they transform lives and transform futures. They support every pupil to achieve their full potential and become a confident, resilient and compassionate individual who can make a positive contribution to society.

Please see full advert and apply on the TES website.

If you would like to be part of this exciting new project, please visit www.shoreditch.cola.org.uk. The application pack is available in the staff/vacancies tab.

Completed forms should be emailed to hr@shoreditch.cola.org.uk

Closing date: 26 April 2020, 12 noon

Interviews will take place in the week commencing: 3 May 2021

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced Disclosure and Barring check will be undertaken for the successful applicant.

This College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. A disclosure and barring services check will be undertaken for the successful applicant.

Horizon Community College reserve the right to close this advert prior to the closing date above.

Senior Science Technician

Required as soon as possible

Term time + 10 days (37 hours per week)

Pay scale: SC5 Point 12.16

£26,543-£28,005 (pro rata)

We are looking to further improve the support we offer to our students and wish to appoint a Learning Support Assistant to provide support both in and out of the classroom across all curriculum areas but especially in Maths and English. This role provides a unique opportunity for someone who is either looking for a new challenge or wanting to develop their expertise and potential with young people further.

The successful applicant will have:

• A good standard of education in English and Maths, with 2 GCSE grades A* to C
• The ability to work collaboratively with teaching staff to improve student outcomes
• Excellent interpersonal skills with the ability to listen, support and encourage learning.

To apply visit www.tes.com/jobs

The closing date for this post is 26 April 2021

A Disclosure and Barring check will be undertaken for the successful applicant.

This College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. A disclosure and barring services check will be undertaken for the successful applicant.

Horizon Community College reserve the right to close this advert prior to the closing date above.
**Humanities Teacher**

We are looking for an inspiring and enthusiastic Teacher of Humanities to join our British School Team.

You will need:

- A Teaching qualification that meets the requirements of your home-country (B.Ed, PGCE, GDE etc)
- Minimum 3 years post-qualification teaching experience in similar role and subject area.
- Skills and Knowledge
- Experience teaching Humanities to both IGCSE and A-Level, (or equivalent standard) is essential
- Excellent interpersonal skills with both adults and children.
- Willingness and ability to work as part of a team.
- Ability to communicate effectively both verbally and in writing.
- Ability to prioritize local organize and organize own work.
- Ability to work effectively to a high standard, on occasion, under pressure, meeting deadlines.
- Knowledge of Health and Safety & Safeguarding/Child Protection procedures and their application.
- Knowledge of computers and ability to use ICT tools for record-keeping and as an instructional tool.

Please see Tes.com/jobs to apply.

Closing date: 16 May 2021

El Alsson School Egypt is committed to safeguarding and promoting the welfare of children and young people. Candidates must be prepared to undergo child protection screening and appropriate pre-employment checks.

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**IB Experienced Teacher of Geography**

The M-PESA Foundation Academy is seeking to recruit dynamic and visionary individuals with exceptional skills, who are already experienced in International Baccalaureate curricula to take responsibility as a Teacher of Geography.

**Academic Qualification and experience:**
- Bachelor’s Degree in Education or equivalent.
- At least 4 years in similar role in an IB World School.
- MUST be registered or eligible for registration with Teachers Service Commission.
- Must have a proven track record of academic excellence in the same role.
- Must have at least CAT 2 IBDP professional Development workshop certification in a similar role.

Please visit tes.com/jobs for more information and to apply.

Closing Date: 29th April 2021

**IB Experienced Teacher Head of Biology**

The M-PESA Foundation Academy is seeking to recruit dynamic and visionary individuals with exceptional skills, who are already experienced in International Baccalaureate curricula to take responsibility as Head of Biology.

**Academic Qualification and experience:**
- Bachelor’s Degree in Education or equivalent.
- MUST be registered or eligible for registration with Teachers Service Commission.
- At least 5 years in similar role in an IB World School as head of department.
- Must have a proven track record of academic excellence as a head of department.
- Must have at least CAT 2 IBDP professional Development workshop certification in a similar role. Trained IBDP examiner will be added advantage.

Please visit tes.com/jobs for more information and to apply.

Closing Date: 29th April 2021
RAK Academy is looking for enthusiastic and passionate individuals for the following positions for 17th August 2021 (Academic Year 2021-2022):

**Key stage 2 Teacher (Upper primary – Core Subject teacher)**
- Apply by: 30 April 2021

**Primary SEN Teacher**
- British School Khuzam
- Apply by: 30 April 2021

**Primary Internal Support Teacher**
- Apply by: 25 April 2021

**Teacher of Secondary Physics**
- Apply by: 25 April 2021

**Assistant Head of Science (Physics Specialist)**
- Apply by: 30 April 2021

Nestled between the Al Hajar mountains and the clear blue waters of the Arabian Gulf, RAK Academy Family of Schools is based in Ras Al Khaimah, the northernmost Emirate of the United Arab Emirates. Just one hour’s drive from Dubai International Airport and 20 minutes drive from Ras Al Khaimah International Airport, our schools provide British and IB curriculum to almost 2700 students from over 97 different nationalities across its 5 campuses, each with its own unique character.

To apply for any of the above positions please use ‘QUICK APPLY’ link on tes.com/jobs

RAK Academy Family of Schools is committed to safeguarding and promoting the welfare of children. Applicants must have undergone a child protection screening to receive an offer of employment. You will be required to provide a Police Verification Check from your home country along with attestation of your qualifications’ and personal documents e.g. Degree, Marriage Certificate etc. The list of checks will be provided to candidates shortlisted for an interview.

RAK Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undergo relevant background checks.
GEMS Wesgreen International School is currently looking to recruit inspiring teachers for any of the following positions.

Closing date for all roles is 29th April 2021

**Lead Practitioner / Advanced Skills Teacher - Primary Maths, NCfE - August ‘21**

**Head of Department - Business Studies - September 2021**

**Head of Department - Secondary English - September 2021**

**Head of Department - Secondary Art - September 2021**

**EYFS & Primary SENCO - August ‘21**

**Lead Practitioner / Advanced Skills Teacher - Primary English, NCfE - August ‘21**

**Secondary School English Teacher, September 2021**

**Salary:** All positions offer excellent remuneration packages including a competitive tax free salary, individual furnished accommodation, tuition fee concession, private medical insurance, annual flight allowance to home country and end of service gratuity

GEMS Wesgreen International School was established in 1991 and came under the GEMS family of Schools in 2017. It is a National Curriculum for England School with 4100 students.

GEMS Wesgreen School is a very different school to many British International Schools. Accredited by the Council of International Schools (CIS), we have a long history of success and high achievement within the Sharjah Community. Alumni pupils are now bringing their own children back and many others have enjoyed success in some of the best Universities in the World. There is a passionate and supportive group of international educators and many continue to give long service to the school, such is the strength of the community.

As well as being a great place to work, Sharjah is a progressive, vibrant, rapidly expanding city where the sun shines all year round. Teachers in Sharjah enjoy a great lifestyle as well as extensive travel and leisure opportunities around the region and further afield.

This is a fantastic opportunity for new educators to gain valuable international exposure, and for more experienced educators to advance their career with a global leading company, and world class International School.

Teaching at GEMS is not just a job, it’s a career. Our teachers enjoy free access to leading CPD programmes and have the opportunity to grow with the company on a global scale. With most of our leaders coming from within the GEMS network of schools, GEMS teachers are in a unique position to consider career opportunities across the world as we expand into more countries.

All positions attract an excellent remuneration package including a competitive tax free salary, individual fully furnished accommodation, tuition fee concession, private medical insurance, annual airfare to country of residence, and end of Service Gratuity.

To be considered for this position, please click apply on Tes.com to complete the quick application on the GEMS Education careers site.
Malvern College Qingdao is looking to appoint enthusiastic and experienced teacher’s for the following positions due to continued expansion.

**Head of English Faculty**

**Teacher of Biology**

**Teacher of ICT and Computer Science**

**Teacher of Mathematics**

**Contract Type: Full Time, Three Years (Renewable)**

**Start date: August 2021**

The successful candidate’s will contribute to the development and delivery of the College’s vision and values. They will be a supportive member of the faculty team and wider school staff and help ensure the success of Malvern College Qingdao as a leading independent, international school in China.

All applications should be submitted online via the TES website. You are required to complete your online application, supporting statement and upload your CV. You are also required to provide details of three referees.

**Closing date: 15th May 2021**

**Interviews will be on a rolling basis and as such early applications are encouraged.**

Short listed candidates will be contacted to arrange an interview via Skype. Candidates may be contacted at any stage after submitting their application.

Malvern College Qingdao exists to provide a quality all round education for students and is committed to safeguarding and promoting the welfare of children and young people. Candidates must be prepared to undergo child protection screening and appropriate pre-employment checks. Please note that we will need to take up the references provided in your application form prior to interview.

Please contact international.hr@malverncollege.org.uk for any queries about these role’s.

Please note that a CV will not be accepted in place of the online application form.

For further information about Malvern College Qingdao, please view our website at www.malverncollege.cn/en/.

To find out more about the Malvern College International family visit www.malverncollegeinternational.org
GEMS Wellington Academy, Silicon Oasis are currently seeking teachers for the following positions to start September 2021:

- Art Teacher
- Chemistry Teacher
- History Teacher
- Maths Teacher
- Music and Sound Technology Programme Manager*

*Closing date for this role: 30th April 2021

Full Time, Permanent

Opening in 2011, GEMS Wellington Academy, Silicon Oasis (WSO) is a Premium British School located in a prestigious area of Dubai. WSO has over 4000 students from FS1 to Y12; although WSO is large, it is effectively broken down into much smaller sections. There are currently 2880 in the Primary School, which is at full capacity. The Secondary School has a current roll of 1366 with the KS3 years near to full capacity. Each School occupies its own building within the Campus.

The WSO focus is ‘World Class – World Ready’; to support this, we have truly world-class and stunning facilities – a simply superb environment for the students to grow, learn and succeed. Virtually all teaching staff are either British or Irish; they operate at a very high level of expectations in teaching and professional development.

We deliver British curriculum from the Foundation Stages through to Year 11. At post-16, we offer the IB, with pathways to study either the Diploma Programme or the Career-Related Programme. University success rates are high, with the (i)GCSE results easily exceeding UK averages. WSO demonstrated exceptional levels of innovation both in technology and its pedagogy; therefore, some of the best practice from across the world is blended into our programme. A significant emphasis is placed on the co-curricular programme; in particular, performing arts, sport and outdoor education.

http://www.gemswellingtonacademy-dso.com/

Please visit www.tes.com/jobs for information about each role and to apply.

GEMS Teachers also have free access to our loyalty app GEMS rewards www.gemsrewards.com which provides significant savings on day to day life in the UAE. We offer thousands of discounts and 2 for 1 offers on everything from flights, hotels, restaurants and retail outlets, making your salary go further and enhancing the opportunity to save whilst working overseas.

Closing Date for all roles: 31st May 2021
Everyone has the right to feel safe

And everyone can help achieve that.

EduCare’s simple to use online learning service for expert knowledge in safeguarding and duty of care helps empower all staff with the confidence to act when needed.

See how by arranging a free demo:
Call us on 01926 436 212
Or email: safeguarding@educare.co.uk

educare.co.uk/feel-safe
RAK Academy is looking for enthusiastic and passionate individuals for the following positions for 17th August 2021 (Academic Year 2021-2022):

- *(Pre-K and KG1)*
  - Early Years Teacher
  - British School Al Rams

- Teacher of Music (Primary)
  - British School Khuzam

- Primary SEN Coordinator
  - International Primary School Khuzam

- Head of Department, Computer Science (Secondary)
  - International Primary School Khuzam

Apply by: 30 April 2021

Nestled between the Al Hajar mountains and the clear blue waters of the Arabian Gulf, RAK Academy Family of Schools is based in Ras Al Khaimah, the northernmost Emirate of the United Arab Emirates. Just one hour’s drive from Dubai International Airport and 20 minutes drive from Ras Al Khaimah International Airport, our schools provide British and IB curriculum to almost 2700 students from over 97 different nationalities across its 5 campuses, each with its own unique character.

To apply for any of the above positions please use ‘QUICK APPLY’ link on tes.com/jobs

RAK Academy Family of Schools is committed to safeguarding and promoting the welfare of children. Applicants must have undergone a child protection screening to receive an offer of employment. You will be required to provide a Police Verification Check from your home country along with attestation of your qualifications’ and personal documents e.g. Degree, Marriage Certificate etc. The list of checks will be provided to candidates shortlisted for an interview.

RAK Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undergo relevant background checks.
We are seeking the following Full Time/Fixed Term roles:

- **Art and Photography Teacher - British Curriculum**
- **Science Teacher - British Curriculum**
- **Business Studies Teacher - British Curriculum**
- **English Teacher - British Curriculum**

**Skills and qualities:**
- Commitment to student well-being and learning
- Degree and teaching certificate
- Experience in a British or international school
- Strong communication and people skills
- High level of cultural awareness and sensitivity

**What we offer:**
- Enthusiastic and motivated students
- Engaged and supportive school community
- Exciting sporting, leisure and cultural activities in a friendly, diverse and hospitable country with a rich cultural heritage. Opportunities to travel.

Al Khor International School is a 3 to 18, co-educational and non-selective international school. Owned by Qatargas, the world’s largest producer of liquefied natural gas, AKIS caters primarily for the children of the company’s employees. We are one of the largest international schools in the Middle East with more than 4,000 students across our KG, British Curriculum and CBSE Curriculum schools. The school has exceptional facilities and is located in Al Khor Community, 40 minutes north of Qatar’s capital city Doha.

**Please visit tes.com to apply.**

Please note that only short listed candidates will be contacted.

**Closing Date: 1 May 2021**

For further information about the school, please visit www.akis.sch.qa

*Al Khor International School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.*
From September 2021 we are looking to appoint outstanding teachers to join GEMS Founders School, Dubai:

- **Business & Economics Teacher**
  Full Time, Permanent | September 2021
- **Chemistry Teacher**
  Full Time, Permanent | September 2021
- **Physics Teacher**
  Full Time, Permanent | September 2021
- **Head of FS1 / FS1 Teacher**
  Full Time, Permanent | September 2021

**About GEMS**

Trusted for over 55 years and now a third generation education family, GEMS Education began in a single school room in Dubai. Today, we have the privilege of educating over 190,000 students from over 176 countries through GEMS owned and managed schools globally; over 270,000 students access resources through our services division; and we will impact 20 million by 2020 students through the initiatives of our Charity partner Varkey Foundation.

**About the School**

GFS (GEMS Founders School) opened its doors to over 1800 students in September 2016 from FS1 – Year 8. This is the most successful school opening in GEMS history in terms of enrolment. In September 2017 we welcomed over 3500 students and extended the school to Year 9. Since opening, we have established a positive learning environment for our children and staff following the National Curriculum for England. We have three main pillars that are being embedding at GFS: Languages and Cultural Understanding, Character and Mindfulness. As a British international school with over 100 nationalities, it is important that we value all our languages and cultural understanding and we use this as a catalyst to embrace the culture, history and beliefs of our student body. Mindfulness allows us to interweave the practice of being mindful in the everyday life of our children and we believe will have positive long-term effects on the students’ academic results. In September 2018 we opened our Year 10 and Year 12, IGCSE and A Level curriculum, and started that year with 3800 children as we reached nearly full capacity. Now in 2020 we are at full capacity with 4260 children form FS1 – Year 13. We have completed two DSIB inspections and been rated Good by both with the most recent one also recognising some Outstanding features. We are fully BSO (British Schools Overseas) accredited gaining 5 Outstanding and 3 Good judgements in 2019 and this allows us to offer the NQT, QTS and iPGCE programmes through the TES Institute for our teachers. GEMS Founders School is a truly unique school and anyone who comes to work here has a unique opportunity to leave their mark. You will have the opportunity to Grow, Flourish and Succeed at GFS.

**About Your Benefits**

All positions attract an excellent remuneration package including:
- Competitive tax-free salary, individual fully furnished accommodation, free schooling, private medical insurance, annual airfares to country of residence and end of Service Gratuity.
- GEMS Teachers also have free access to our loyalty app GEMS rewards www.gemsrewards.com which provides significant savings on day-to-day life in the UAE. We offer thousands of discounts and 2 for 1 offers on everything from flights, hotels, restaurants and retail outlets, making your salary go further and enhancing the opportunity to save whilst working overseas.

**Application Process:**

To apply please visit: www.tes.com/jobs

For all roles, apply by: 31st May 2021
A Bridge to a World of Teaching Opportunities

DULWICH COLLEGE | SHANGHAI PUXI

Early Years Teacher

Full Time, Fixed Term | Start date: 01/08/2021 | ID: 695

About Role
An Early Years Teacher at Dulwich College Shanghai Puxi is an exciting role, with shared responsibility for supporting an inspirational Early Years programme, based on proven evidence of how young children learn, and exhibiting high standards Early Years Practice.

Our School - OUR COLLEGE
"I believe in the importance of our profession and the endless possibilities of a quality education," David Ingram, Founding Head of College.

Dulwich College Shanghai Puxi was founded in 2016. The College has quickly established itself as one of the standout international schools in the city. Known for our warm welcome and positive relationships, we live by our College values: Aim high and work hard - Be kind and respectful - Make a difference

For further information and to apply please see TES.com/jobs

The closing date is 31 May 2021

Dulwich College International is committed to safeguarding and promoting the welfare of all the students in our care and expects all applicants to share this commitment. We follow safe recruitment practices, which are aligned to the recommendations of the International Task Force on Child Protection. We hold ourselves to a high standard of effective recruiting practices with specific attention to child protection.

Junior School Teacher

Contract term: Initial two-year contract
Contract type: Fixed Term
Start date: August 2021

An exciting opportunity has arisen to join NLCS Jeju as a Junior School Teacher in August 2021.

The successful candidate will have knowledge of English curriculum and latest developments, excellent knowledge of English as a second language and a proven track record of motivating and inspiring BML learners.

This is an exciting opportunity to join an inspirational team and to help shape the future of Abu Dhabi’s leading school group.

Aldar Academies is committed to the safeguarding of children and young people, and any offer of appointment will be subject to any appropriate safeguarding authorities.

We love working with children and young people and expects all staff and volunteers to share this commitment.

Closing date for applications:
Tuesday 4th May 2021 09:00 BST

For more information on working within the NLCS family of schools, please visit: www.nlcsinternational.co.uk

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.

Aldar Academies is currently seeking ICT/Computer Science Teacher at Al Ain Academy in Al Ain commencing September 2021.

This is an exciting opportunity to join the highly successful Aldar family of schools and to help shape the future of Abu Dhabi’s leading school group.

The successful candidates will be closely aligned with our core values and ethos and possess a genuine understanding and appreciation of the values of the region.

Requirements:
Minimum Qualifications
• Knowledge of English curriculum and latest developments.

We require candidates to have undertaken relevant safeguarding checks.

Closing date: 25th April 2021
Amity International School is aligned with the recommendations of the International Task Force on Child Protection. We are fully committed to safeguarding and promoting the welfare of all pupils and hold ourselves to a high standard of effective recruiting practices with specific attention to child protection.

Amity International School recognises that its most important investment is in the quality of its teachers and expects all staff and those connected to the school to share this commitment. Applicants for this position must be willing to undergo child protection screening including reference checks with previous employers and a DBS check or equivalent.

To apply complete the application form on the TES website via the Quick Apply button. Please submit a CV of no more than 4 pages together with a recent photograph. Scans of degree certificates and teaching qualifications would be also gratefully received.

For queries, contact the HR Department at careers@amityabudhabi.ae

Closing Date: 30th April 2021

To apply please visit the tes.com/jobs website.

Closing Date: 31st May 2021

About the Role:
GEMS Metropole School is currently recruiting a Director of Sport to work alongside our Head of PE and Middle Leadership team. This is an exciting opportunity for an experienced leader with a track record of outstanding classroom practice and leadership to:

- drive sport and enrichment across the whole school
- develop effective school sports partnerships
- further enhance the identity and reputation of Sport at GEMS Metropole School

The successful candidate will have the following:

- A certified teaching qualification with exceptional subject knowledge
- Experience teaching GCSE and A-Level or equivalent
- A proven track record of outstanding teaching and learning
- At least 2 years experience as a leader
- Significant experience of the National Curriculum for England

To be considered for this post you must hold a B.Ed or a Bachelor’s in a relevant subject alongside a PGCE / PGDE or equivalent.

The successful applicant will possess the willingness to commit to Extra Curricular activities.

Closing Date: 31st May 2021

To find out more about GEMS Education visit: www.gemseducation.com

Nitasha Manchanda
Director of Sport - September 2021

GEMS Metropole School
The Villa
Dubai

Teacher of English
Location: Kazakhstan, Almaty
Salary: Competitive tax-paid salary
Permanent - Full Time
To start from August 2021

Haileybury Almaty is so much more than the leading academic school in Almaty; it is a community of excellence. Founded in 2008, Haileybury Almaty provides an outstanding holistic education and is a fully accredited member of COBIS and FOBISIA.

Located within the city of Almaty, a true hidden gem of Central Asia, the city is a beautiful, lively, modern, family-friendly metropolis with a rich cultural life, situated near the stunning Tien Shan Mountains. Kazakhstan is a diverse and fascinating country, relatively unknown but loved by so many who visit.

We seek inspirational teachers with a passion for learning and their subject areas; the manner in which learning happens and for whom education occurs both inside and outside of the classroom through a contribution to the extensive co-curricular programme we offer. Above all we want committed, passionate teachers who are aligned with our vision, and who wish to make a difference to our pupils’ lives.

Haileybury Almaty invites applications from well-qualified, inspirational teachers for the following position, to start from August 2021.

Teacher of English
- Experienced specialist teacher in English with experience at IGCSE and A-Level
- The ability and experience of teaching in different age groups
- Experience in teaching learners for whom English is not their first language preferred;
- The school offers a competitive tax paid salary, accommodation, baggage allowance, medical insurance, gratuity, pension contributions and annual flights.

To apply please complete the TES online form and for further details please contact Mrs Torgyn Nasharova, Manager of Human Resources at: T.Nasharova@haileyburyalmaty.kz

Interviews will be held online.

The closing date for applications is: 26th April 2021 but the school reserves the right to make an appointment before the closing date.

Haileybury Almaty is committed to safeguarding and promoting the welfare of children and young people and expects all staff and those connected to the school to share this commitment. Applicants for this post must be willing to undergo child protection screening including reference checks with previous employers and a DBS check or equivalent.

Haileybury Almaty
www.gemseducation.com

T.Nasharova@haileyburyalmaty.kz

Teacher of History & Politics - September 2021

We are looking for a History & Politics Teacher to join our existing team at GEMS FirstPoint School, Dubai from September 2021.

We welcome applications from candidates driven to provide education at an exceptional level. GEMS teachers enjoy an outstanding school environment in which to deliver a dynamic and creative curriculum to motivated students. This is a fantastic opportunity for new teachers to gain valuable international exposure, and for more experienced teachers to advance their career with a global leading company and world-class international school located in Dubai.

Successful applicants will have:
- A certified teaching qualification with exceptional subject knowledge
- Experience of working within a high performing teaching team
- Experience teaching Biology across GCSE and A-Level equivalent
- A proven track record of providing outstanding teaching and learning
- At least 2 years’ experience of the National Curriculum for England

All positions attract an excellent remuneration package including: Competitive tax-free salary, individual fully furnished accommodation, free schooling, private medical insurance, annual airfares to country of residence, and end of Service Gratuity.

Application Process
To apply please visit the tes.com/jobs website.

Closing Date: 30th April 2021

Interviews will be conducted in Abu Dhabi or via Teams.
- A strong passion for the subject
- A strong team player
- A proven record of delivering high-quality teaching
- A strong record of effective classroom management
- A high level of ICT skills

Closing Date: 31st May 2021

Amity International School is set-up as a not-for-profit organisation.

Amity International School is looking for a History & Politics Teacher to join our existing team at GEMS FirstPoint School, Dubai from September 2021.

To apply please visit the tes.com/jobs website.

Closing Date: 31st May 2021
Teacher of Psychology - September 2021

We are looking for a Psychology Teacher to join our existing team at GEMS FirstPoint School, Dubai from September 2021.

We welcome applications from candidates driven to provide education at an exceptional level. GEMS teachers enjoy an outstanding school environment in which to deliver a dynamic and creative curriculum to motivated students.

This is a fantastic opportunity for new teachers to gain valuable international exposure, and for more experienced teachers to advance their career with a global leading company and world-class International School located in Dubai.

Successful applicants will have:

• A certified teaching qualification with exceptional subject knowledge
• Experience of working within a high performing teaching team
• Experience teaching across GCSE and A-Level
• A proven track record of providing outstanding teaching and learning
• At least 2 years’ experience of the National Curriculum for England

All positions attract an excellent remuneration package including: Competitive tax-free salary, individual fully furnished accommodation, free schooling, private medical insurance, annual airfares to country of residence, and end of Service Gratuity.

Application Process
To apply please visit the tes.com/jobs website.

Closing Date: 31st May 2021

Head of Mathematics Department
Madinat Zayed Campus (Western Region)
Full Time - Permanent

ADNOC Schools are currently seeking an outstanding Head of Mathematics in Madinat Zayed - Western Region for immediate start.

What we offer
Alder Education are a family of world-class, child centred and innovative schools based in the UAE. We educate over 10,000 students across our group of owned and managed schools and as we grow so does our need for highly skilled, inspirational and dedicated school leaders. We offer an attractive remuneration package including medical cover, flights, housing and free child school places. Our future-focused learning model includes both students and staff and so we place a special emphasis on professional development, coaching and training. Successful candidates will have access to a wide network of professionals and opportunities to both lead and contribute to training others as well as developing themselves.

Alder Education are keen to hear from like-minded, forward thinking school leaders who would welcome the challenge and opportunities that we have to offer.

What we look for:

• Passionate and caring educators
• Bachelor’s degree in Mathematics with a teaching qualification.
• 6 years’ experience, including 4 consecutive years teaching performance exceeds standards and expectations as evidenced by Performance Appraisal
• Experience of the American curriculum
• A commitment to an extensive enrichment programme

Application:
A covering letter and CV including details of two referees should be added as supporting documents on the TES website: www.tes.com/jobs

Apply By: 11 May 2021

Alder Education is committed to the safeguarding of children and young people, and any offer of appointment will be subject to any relevant medical checks and clearance from appropriate safeguarding authorities.

Physical Education Teacher
Madinat Zayed Campus (Western Region)
Full Time - Permanent

ADNOC Schools are seeking high performing Physical Education Teachers in Madinat Zayed (Western Region) for the August 2021 start.

ADNOC Schools are Massachusetts State Curriculum schools in superb facilities in Abu Dhabi City and the Western Region of Abu Dhabi Emirate.

The Massachusetts Curriculum is one of the most highly regarded and successful curricula in the United States, with close links to prestigious higher education institutions such as Harvard University and the Massachusetts Institute of Technology. Graduates of ADNOC Schools receive the American High School Diploma - the standard entry qualification for US colleges and universities.

You must be a fully qualified teacher with:

• Bachelor’s Degree in Physical Education
• Minimum of two years’ postgraduate teaching experience
• Passion for teaching and commitment to educating the whole child
• Recent and consistent involvement in extra-curricular activities
• Respect for all members of your school community
• Experience with students for whom English is an additional language
• A positive and solution-focused attitude to working life
• A clean enhanced Disclosure and Barring Services or Police check
• Preferably locally available

Application:
A covering letter and CV including details of two referees should be added as supporting documents on the TES website: www.tes.com/jobs

Apply By: 11 May 2021

Alder Education is committed to the safeguarding of children and young people, and any offer of appointment will be subject to any relevant medical checks and clearance from appropriate safeguarding authorities.

Head of Department - Secondary Maths - September 2021

We are currently recruiting for a Head of Department - Secondary Maths to join our team from August 2021.

You will be responsible for running a successful department and should have previous experience implementing outstanding teaching and learning practices both within the classroom and across a wider department setting.

The successful candidate will have the following:

• A B.Ed or degree and PGCE / PGDE or equivalent with exceptional subject knowledge
• Significant experience teaching GCSE and A-Level or equivalent at a National Curriculum for England curriculum school is a must
• A proven track record of outstanding teaching and learning
• Willingness to commit to Extra Curricular activities
• A creative and enthusiastic approach both in and out of the classroom
• Excellent IT and interpersonal communication skills to work closely with students and parents

Please visit www.gemswestminsterschool-rak.com

www.gemswestminsterschool-rak.com

Please provide information about each role and to apply,

To be considered for this position, please apply to complete the quick application on the GEMS Education careers site. Please ensure you clearly differentiate what year groups you have experience teaching.

Please clarify in your cover letter if you will be traveling with a teaching partner and what subject/ year groups they are qualified to teach.

Closing Date: 30 April 2021
Nanwai King’s College School has been formed through partnership between the highly successful Chinese education management group, Dipont Education, and the prestigious King’s College School, Wimbledon. A third partner in Wuxi is Nansan Foreign Language School, one of China’s leading schools. At capacity, the whole school will serve over 3,100 students from 3 to 18 years of age.

Reporting to the Head of Primary, the successful applicant will teach an upper primary class with a curriculum based on the Chinese National Curriculum. In the elementary and junior high school sections, students undertake the Chinese National Curriculum delivered via modern, international pedagogy with content delivered by Chinese- and English-speaking teachers to foster bilingualism as students progress. The aim is to supplement the national curriculum and to meet the needs of each child by giving a breadth of educational experience and academic depth in all areas of studies from core subjects to co-curricular activities. This paired bilingual teaching model is instrumental in ensuring high quality educational delivery, encouraging students to explore, discover, and excel.

Applications are invited from candidates with:
- Excellent classroom practice
- The ability to work collaboratively and contribute to the development of an outstanding school

This exciting and challenging role commands a very attractive salary and benefits package. In addition to a highly competitive salary, benefits include: high quality housing, annual return airfare, bonus scheme and medical insurance for employee plus dependents. Full tuition support will be provided for a successful applicant with school age children. The position will be offered on an initial three-year contract term with the potential to renew thereafter.

Application process
Early application preferred. To submit an application, please visit: https://diponteducation.recruiter.com/s/teacher-of-primary-g46
For further information, please contact silver.knapman@dipont.com
School website: www.akcsyx.cn
Closing Date: 29th April 2021
Head of Inclusion
Full Time - Permanent
Aldar Academies are currently seeking an outstanding Head of Inclusion for Al Muna Academy commencing academic year 2021 - 2022 to join our growing family of owned and operated schools in the UAE. Due to planned current and future expansion we are looking to add to our current education team supporting our British, US and IB curricula schools.
Al Muna Academy is located in the centre of the city of Abu Dhabi and is a hugely popular school with a very long waiting list to join based in a vibrant community. It is judged an ‘Outstanding’ primary school by the Abu Dhabi Department of Education and Knowledge (ADEK) serving over 700 students from Nursery – Year 6 and following the National Curriculum of England.
This is an exciting opportunity to join the highly successful Aldar family of schools and to help shape the future of Abu Dhabi’s leading school group.
The successful candidate will be closely aligned with the core values and ethos of Aldar Academies and Al Muna Academy and possess a genuine understanding and appreciation of the values of the region.

Qualification:
• Bachelor Degree in Special Education or Bachelor’s degree in Equivalent Field with PGCE or other teacher qualification.
• SEN Qualification (Masters level or external certification on an aspect of SEN).

Minimum Experience:
• Experience of a British Curriculum would be advantageous.
• 6 years of experience in SEN.
• Previous experience in leading SEN / Learning Support in a primary/secondary school.
• Previous experience working with students whom English is not their first language.

Application:
A covering letter and CV including details of two referees should be sent via TES website. Application closing date: 6 May 2021

Aldar Academies is committed to the safeguarding of children and young people, and any offer of appointment will be subject to any relevant medical checks and clearance from appropriate safeguarding authorities.

Teacher of Chemistry
Full Time - Fixed Term
King’s College School Chengdu has been formed through partnership between the prestigious King’s College School, Wimbledon, one of the most academically successful schools in the world, and the highly successful Chinese education group, Dipont Education. Opening in September 2021, the school will serve over 2,100 students from ages 3-18 at capacity.

King’s College School Chengdu, in South West China, seeks to appoint a talented, innovative and inspirational Girl’s PE Teacher to contribute to the development of a new school that aspires to become one of the leading schools in Asia.
The post-holder will blend creativity and rigour in the classroom, and have a passion for the opportunities bilingual education provides for children. Our staff will work collaboratively to propel our enthusiastic and hardworking pupils to excellent rates of development and academic progress.

An excellent CPD programme will be available at the school, which will include regular in-house training, leadership development courses and professional development workshops organised in collaboration with our partners at King’s College School, Wimbledon and Dipont Education.

Application Process
Early application preferred. To submit an application, please visit: https://diponteducation.recruitee.com/o/teacher-of-middle-and-senior-school-girls-pe

For further information or informal discussion (prior to submitting an application), please email a copy of your CV to oliver.knapman@dipont.com

Apply by 30 April 2021

Head of Biology
Full Time - Fixed Term
Salary: competitive international package
Start date: 1 September 2021
We are seeking to recruit the finest teachers, providing them with the resources to nurture outstanding students and exemplify the pioneering spirit and traditions of Lady Eleanor Holles School.
The Head of Biology is responsible to the Head of Science for building and then running successful and innovative provision for the teaching of Biology. The successful candidate will:
• have a clear vision for effective learning and teaching in Biology and Science
• have a clear understanding of what excellence in Biology and Science looks like

This is a unique and exciting opportunity to establish and shape this new international school and the successful candidate will need to:
• possess outstanding teaching skills and be enterprising and proactive
• promote a strong culture of developing practice in learning and teaching
• have excellent communication, problem solving and critical thinking skills
• support the distinctive ethos of the School and actively participate in the School community
• possess the empathy and understanding required for effective people management

To apply for this position please visit the TES website.

Closing Date: 3 May 2021

Head of Inclusion
Full Time - Permanent
Aldar Academies are currently seeking an outstanding Head of Inclusion for Al Muna Academy commencing academic year 2021 - 2022 to join our growing family of owned and operated schools in the UAE. Due to planned current and future expansion we are looking to add to our current education team supporting our British, US and IB curricula schools.

King’s College School Chengdu has been formed through partnership between the prestigious King’s College School, Wimbledon, one of the most academically successful schools in the world, and the highly successful Chinese education group, Dipont Education. Opening in September 2021, the school will serve over 2,100 students from ages 3-18 at capacity.

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An excellent CPD programme will be available at the school, which will include regular in-house training, leadership development courses and professional development workshops organised in collaboration with our partners at King’s College School, Wimbledon and Dipont Education.

Application Process
Early application preferred. To submit an application, please visit: https://diponteducation.recruitee.com/o/teacher-of-primary-and-middle-school-girls-pe

For further information or informal discussion (prior to submitting an application), please email a copy of your CV to oliver.knapman@dipont.com

Apply by 30 April 2021
An Opportunity in Malaysia Awaits You

This is a unique and exciting opportunity to work as a member of the TROPICANA AMAN campus team. Established in 1960, the TENBY SCHOOLS GROUP (part of the British owned International Schools Partnership) operates international and private schools in peninsula Malaysia; currently in Tropicana Aman, Setia Eco Park, Penang, Ipoh, Johor Bahru and Semenyih. Each campus has an international school for both primary and secondary students. The campuses in Ipoh, Penang, Setia Eco Park and Johor Bahru also provide for private schools following the Malaysian curriculum. Candidates are invited to apply for the position of Primary Class Teacher for our school located in Tropicana Aman, near Kota Kemuning, Selangor (situated in the Klang Valley near Kuala Lumpur).

**Primary Class Teacher**

**Qualifications:**
- Must have a degree (QTS or equivalent) and relevant teaching experience, particularly in a student-centred learning environment.
- If you are committed to developing creative and articulate learners, with a deep-rooted desire to help every student reach their full potential, we would be delighted to hear from you. Personal interviews will be conducted through Skype or Microsoft Teams. Final interviews may be carried out face-to-face whenever possible.
- Candidates are invited to send in a letter of application including the reasons for applying to Tenby Schools together with a comprehensive CV, a recent passport-size photograph and contact details of three referees (one of which must be from your current school) to: hr.tta@tenby.edu.my

**Closing Date:** 31st May, 2021

English Language and Literature Teacher (Senior School/Prep School)

**Fixed Term/Full Time**

Start date: 1st August 2021

Wellington College International Shanghai aims to be the best international school in China and to be great place for talented professionals to develop their careers. Our academic results to date have been outstanding, our IB students averaged above 38 points in 2020, placing Wellington comfortably alongside the best international IB schools. Most of our IGCSE pupils gain eight or more A*-A grades, with A* being by far the most common grade.

Success in public examinations is important and we celebrate it. However, at Wellington College, excellent exam results and great university destinations, in the UK and worldwide, are only part of the picture. We want our pupils to be the very best people that they can be: to be kind, to have integrity in their actions, to take responsibility when necessary, to have respect for their environment, for others and themselves, and finally to show courage when needed. The Wellington values frame the way we think about what it is to be a Wellingtonian, including the ways we work and what we hope to become.

We are looking for a specialist, qualified teacher of English language and literature in years 6-13. Our curriculum is dynamic and innovative but is broadly based on the English National Curriculum in Key Stage 3. All pupils take both English literature and English language at IGCSE and first language English at A Level. Our curriculum celebrates a love of literature grown throughout the early stages of the College.

For further information about Wellington College in Shanghai and its employment opportunities, please go to: https://www.wellingtoncollege.cn/shanghai/careers/vacancies/

An application form and further details of the above position are available on the website. The completed application form, together with a letter of introduction and an up-to-date CV, including the names and contact details of three referees, should be sent to jobs.shanghai@wellingtoncollege.cn

Application deadline: 31 May 2021

Website: https://www.wellingtoncollege.cn/shanghai/

**Mathematics Teacher**

Full-time/Permanent

Al Yasmina Academy is currently seeking an outstanding Mathematics Teacher for Al Yasmina Academy in Abu Dhabi for the next academic year 2021 - 2022.

Al Yasmina Academy is an outstanding English Curriculum school in the beautiful city of Abu Dhabi. It is an exciting, challenging and enjoyable place for all, where the staff are dedicated to providing a stimulating environment, where everyone feels valued and safe, ideas can flourish and students can realise their full potential. A love of learning, enquiry, independence, creativity, motivation and resilience are key factors in our learning culture.

We appreciate the importance of achieving high standards and support that process. It is important to us that we provide academic rigour within a supportive and stimulating environment in which students enjoy attending and feel safe. We aim to equip our students to become global citizens of the future, able to make a positive contribution to society.

**Requirements:**
- Bachelor of Education Degree in Mathematics or bachelor's degree in Equivalent Field with PGCE or other teacher qualification.
- Experience of a British Curriculum is essential.
- 2 years of teaching Mathematics including GCSE and A Level
- Previous experience working with students whom English is not their first language
- Passion for teaching and commitment to educating the whole child
- A high level of professionalism and consideration of the well-being of children
- Recent and consistent involvement in extra-curricular activities
- Respect for all members of a school community, irrespective of position, gender, age and ethnic background
- A positive and solution-focused attitude to working life
- A clean enhanced Disclosure and Barring Services check or police check

**Application:**

To apply please see TES website www.tes.com/jobs.

Closing date: 30 April 2021

Al Yasmina Academy is committed to safeguarding and promoting the welfare of children and young people, and any offer of appointment will be subject to any relevant medical checks and clearance from appropriate safeguarding authorities.
Teacher of Early Years (Kindergarten)

Full Time, Permanent
Salary: Extremely competitive
Starting: 2021/08/15

We seek to appoint passionate teachers with the vision, ambition and drive to contribute to our rapidly expanding School. Outstanding interpersonal and relational skills are a must, along with a desire to innovate and embrace the challenges and delights that will come with being part of our team.

Fettes teachers are outstanding educators and dedicated team players who demonstrate a collegiate and collaborative approach to working with others. They have experience of, or the desire to learn more about facilitating student’s learning through inquiry and of supporting students’ language learning, making use of every opportunity that presents itself.

Fettes College Guangzhou provides a unique educational experience for our students, inviting them to become part of the Fettes family for life. The commitment of our staff to our ethos is crucial to this. We are a community which believes in mutual support and co-operation. It is this happy, purposeful environment that encourages boys and girls to flourish and develop fully the skills and interests that they possess.

Please see tes.com/jobs for further information and how to apply.

Candidates selected for interview will be invited to interview with the Head of College or other senior leaders to discuss their experience and interest in the role. Depending on your location, interviews will be conducted in the following cities or via videoconference:
- Guangzhou, China
- Hong Kong, China
- Edinburgh, United Kingdom

Please contact us if you have any questions about the process: vacancies@fettes.cn

Closing Date: 19 May 2021

Teacher of Design & Technology - September 2021

From September 2021 we are looking to appoint an outstanding Teacher of Design & Technology to join the College.

The successful candidate will work in an exceptional department which is both popular and successful. In 2020 96% of our GCSE candidates achieved 9-4 and 22% 9-7. A2 results 57% A*-A and 71% A*+B.

The opportunities which Design and Technology present for students is central to the philosophy of the school. As a result, this appointment is crucial to the continued development of Jumeirah College.

The successful applicant will be required to have the following:
- A B.Ed. or degree and PGCE / PGDE or equivalent with exceptional subject knowledge.
- At least 2 years’ experience of the National Curriculum for England.
- Experience teaching GCSE and A-Level or equivalent. We are seeking to appoint talented, highly motivated and well-qualified individuals. You should have a proven track record of outstanding learning and teaching.
- A mindset which understands all students have the potential for top performance, and the drive and passion to enable them to do so.
- Competitive tax-free salary, individual fully furnished accommodation, free schooling, private medical insurance, annual airfares to country of residence, and end of Service Gratuity.

Closing date for applications: 31 May 2021

Jumeirah College is committed to safeguarding and promoting the welfare of all of its students. A UK enhanced DBS or equivalent police check is a pre-requisite for all appointments.

Closing date for applications: 31 May 2021

Aldar Academies is committed to the safeguarding of children and young people, and any offer of appointment will be subject to any relevant medical checks and clearance from appropriate safeguarding authorities.

Al Yasmina Academy is currently seeking an outstanding Geography Teacher for Al Yasmina Academy in Abu Dhabi for the next academic year 2021 - 2022.

Al Yasmina Academy is an outstanding English Curriculum school in the beautiful city of Abu Dhabi. It is an exciting, challenging and enjoyable place for all, where the staff are dedicated to providing a stimulating environment, where everyone feels valued and safe, ideas can flourish and students can realise their full potential. A love of learning, enquiry, independence, creativity, motivation and resilience are key factors in our learning culture. We appreciate the importance of achieving high standards and support that process. It is important to us that we provide academic rigour within a supportive and inviting environment in which students enjoy attending and feel safe. We aim to equip our students to become global citizens of the future, able to make a positive contribution to society.

Requirements:
- Bachelor of Education Degree in Geography or Bachelor’s degree in Equivalent Field with PGCE or other teacher qualification.
- Experience of a British Curriculum is essential.
- At least 2 years’ experience of the National Curriculum for England.
- Previous experience working with students whom English is not their first language.
- A high level of professionalism and consideration of the well-being of children.
- Respect for all members of a school community, irrespective of position, gender, age and ethnic background.
- A positive and solution-focused attitude to working life.
- A clean enhanced Disclosure and Barring Services check or police check.

Application:
To apply please see TES website www.tes.com/jobs.
Closing date: 30 April 2021

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Requirements:
- Bachelor of Education Degree in English or Bachelor Degree in equivalent field with PGCE or other teacher qualification.
- 2 years of experience in teaching English (Mandatory).
- Previous experience working with students whom English is not their first language.
- A high level of professionalism and consideration of the well-being of children.
- Respect for all members of a school community, irrespective of position, gender, age and ethnic background.
- A positive and solution-focused attitude to working life.
- A clean enhanced Disclosure and Barring Services check or police check.

Application:
To apply please see TES website www.tes.com/jobs.
Closing date: 30 April 2021

Aldar Academies is committed to the safeguarding of children and young people, and any offer of appointment will be subject to any relevant medical checks and clearance from appropriate safeguarding authorities.

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Requirements:
- Bachelor of Education Degree in English or Bachelor Degree in equivalent field with PGCE or other teacher qualification.
- 2 years of experience in teaching English (Mandatory).
- Previous experience working with students whom English is not their first language.
- A high level of professionalism and consideration of the well-being of children.
- Respect for all members of a school community, irrespective of position, gender, age and ethnic background.
- A positive and solution-focused attitude to working life.
- A clean enhanced Disclosure and Barring Services check or police check.

Application:
To apply please see TES website www.tes.com/jobs.
Closing date: 30 April 2021

Aldar Academies is committed to the safeguarding of children and young people, and any offer of appointment will be subject to any relevant medical checks and clearance from appropriate safeguarding authorities.
We are looking for a committed and dynamic head of department to join the Science department at GEMS FirstPoint School, Dubai from September 2021.

This is a fantastic opportunity for an experienced leader or an experienced Science teacher looking for the next step in their career. You should be somebody who is looking to join a global leading company and a world-class international school.

You will be responsible for running a successful department and should have previous experience implementing outstanding teaching and learning practice both within the classroom and across a wider department setting.

We welcome applications from candidates driven to provide education at an exceptional level. GEMS teachers enjoy an outstanding school environment in which to deliver a dynamic and creative curriculum to motivated students.

Successful applicants will have:
- A certified teaching qualification with exceptional subject knowledge
- Experience of working within a high performing teaching team
- Experience teaching GCSE and A-Level or equivalent across both art and photography
- A proven track record of providing outstanding teaching and learning
- At least 2 years’ experience of the National Curriculum for England
- A proven track record of providing outstanding teaching and learning practice both within the classroom and across a wider department setting.

All positions attract an excellent remuneration package including: Competitive tax-free salary, individual fully furnished accommodation, free schooling, private medical insurance, airfares to country of residence, and end of Service Gratuity.

Application Process
To apply please visit the tes.com/jobs website.

Closing Date: 31st May 2021
**Chemistry teacher**

**Full Time - Fixed Term**

**Salary: Competitive, tax-free salary**

Hay Al Sharooq International School seeks an experienced and fully qualified Chemistry teacher for the 2021-2022 Academic year and beyond. Prior experience of teaching the National Curriculum of England and Wales for all three sciences at Key Stage Three plus Cambridge IGCE is required. At least five years previous employment post-qualification in the UK or International Schools following a British curriculum is essential, and recent graduates or NQTs will not be considered.

HASIS is an ambitious and aspirational school with a shared vision of educating confident, innovative and brave children to their highest academic and creative potential. Founded in 2002 to serve the children of the employees of the Oman Liquefied Natural Gas Company (OLNG), the School provides education for boys and girls from the local and expatriate communities of Sur in Ash Sharqiyah, Oman. The School moved to new purpose-built premises in 2018 with excellent, modern facilities which are fully resourced throughout. HASIS is a fully accredited member of the Council of International Schools.

HASIS offers colleagues an internationally competitive, tax-free salary with generous end of service benefits and relocation assistance on arrival. We also offer fully-furnished accommodation near to the School campus, full remission of tuition fees at the School for up to two children, medical Insurance and flight allowances as part of salary. A two-year contract will be offered at the onset of employment, with options to renew in the future.

All required documents should be submitted to the School via the TES Portal: www.tes.com/jobs

Closing date: 19 May 2021

Hay Al Sharooq International School is committed to safeguarding and promoting the welfare of children and young people and expects all members of staff and volunteers to share this commitment. The successful applicant will be subject to a police background check, written and verbal references and other personal investigation as required for entrance to the Sultanate of Oman. Any form of criminal activity on an applicant’s permanent record is likely to bar entry to working in the Sultanate.

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**Physics teacher**

**Full Time - Fixed Term**

**Salary: Competitive, tax-free salary**

Hay Al Sharooq International School seeks an experienced and fully qualified Physics teacher for the 2021-2022 Academic year and beyond. Prior experience of teaching the National Curriculum of England and Wales for all three sciences at Key Stage Three plus Cambridge IGCE is required. At least five years previous employment post-qualification in the UK or International Schools following a British curriculum is essential, and recent graduates or NQTs will not be considered.

HASIS is an ambitious and aspirational school with a shared vision of educating confident, innovative and brave children to their highest academic and creative potential. Founded in 2002 to serve the children of the employees of the Oman Liquefied Natural Gas Company (OLNG), the School provides education for boys and girls from the local and expatriate communities of Sur in Ash Sharqiyah, Oman. The School moved to new purpose-built premises in 2018 with excellent, modern facilities which are fully resourced throughout. HASIS is a fully accredited member of the Council of International Schools.

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All required documents should be submitted to the School via the TES Portal: www.tes.com/jobs

Closing date: 19 May 2021

Hay Al Sharooq International School is committed to safeguarding and promoting the welfare of children and young people and expects all members of staff and volunteers to share this commitment. The successful applicant will be subject to a police background check, written and verbal references and other personal investigation as required for entrance to the Sultanate of Oman. Any form of criminal activity on an applicant’s permanent record is likely to bar entry to working in the Sultanate.

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**SENDCo**

**Full Time, Permanent**

**Start date: August 2021**

**Apply by: 30th April 2021**

**SRS is a BDO approved international school that provides a high quality education, meeting the needs of a diverse range of students. We deliver the British National and American Curriculum to an increasing population of 3000 students from FS to Year 13, leading to GCSE, IGCSE and A/AS levels**.

We are seeking to appoint a SENDCo to assist in leading and managing the provision of special education needs at SRS. This is an excellent opportunity for someone committed to student success and well-being with knowledge of the SEND Code of Practice 2014 and SEND needs.

The successful candidate will:

- be experienced in working within a SEND team
- demonstrate excellent subject knowledge
- be able to identify, read and interpret written and spoken language
- provide guidance and workshops for parents and staff
- be able inspire and motivate others
- committed to realising the potential of all children
- provide guidance and workshops for parents and staff

We offer the opportunity to work in a new, modern spacious school with large indoor and outdoor classroom spaces, state-of-the-art technology, amazing children who want to learn, supported by a great team.

Our attractive package includes a tax-free salary, modern, high quality accommodation close to school, travel insurance and flight allowance.

Prospective candidates should send the following:

- Letter of application and CV
- Recent passport photograph
- Reference contact details
- recruitment@srsdubai.ae
- www.srsdubai.ae

SRS is committed to safeguarding and promoting the welfare of children. Candidates will be subject to DBS check or local equivalent prior to taking up the appointment. Appointees will be required to pay for their own checks.

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**Primary Arabic and Islamic Studies Teacher**

**Full Time, Fixed Term | Start date August 2021**

This is an exciting opportunity for exceptional teachers to join QP Schools in key positions. We are looking for versatile and dynamic teachers of Islamic Studies and Arabic language for our Native Arabic speaking students.

The successful candidates should be able to teach both Islamic Studies and Arabic language through the medium of Arabic language to students in Years 1 to 6.

Both Msaeed International School and Dukhan English School are vibrant community schools educating over 1100 students from 5 to 18 years of age and representing between 30 to 40 different nationalities. Both schools have a vibrant and dynamic group of teachers within a supportive and encouraging community. The schools serve both the Msaeed and Dukhan Townships.

In return for your passion and ensuring a dynamic and high-quality education, successful candidates will be employees of Qatar Petroleum. You will enjoy the full benefits of working for the corporation, including generous tax-free salaries, free accommodation and utilities, interest free car loan, education assistance for up to four children, medical cover, paid school holidays and access to sporting and leisure facilities.

If you would like to join our team and make a real difference to the education of our children, please apply immediately with a one page letter of application, detailing how you meet the criteria above, a full CV and a recent photograph. Please see tes.com/jobs. Please ensure that you include your current headteacher/principal as one of your referees.

**Apply by: 30 May 2021**

QP Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Successful applicants will be expected to have undertaken relevant safeguarding checks.
Business Studies Teacher

Full Time - Fixed Term

The successful applicant will be an outstanding and experienced senior school practitioner who is committed to students achieving academic excellence within an exciting and challenging curriculum framework.

Applicants should have the following qualities:

- Passion and energy working with students, parents and colleagues;
- Ability to lead teaching and learning;
- Excellent knowledge of KS3, GCSE/IGCSE and A Level or IBDP curricula;
- Working collaboratively to successfully deliver specific data management;
- The desire and ability to engender the best in others;
- Excellent communication and interpersonal skills with a range of stakeholders.

Applications are invited from experienced colleagues with a clear understanding of senior school and secondary education who are committed to supporting the Haileybury habitus. The successful applicant must be available to commence employment in August 2021.

Full details will be made available to shortlisted candidates.

All applications should be made through the TES portal. No applications will be accepted through any other means.

Applications close: 11:59pm UK Time (GMT +1) on Monday 10th May 2021

COVID-19 restrictions mean that it is unlikely to be able to secure visitor entry for this occasion. As a consequence, much of the recruitment procedure will have to be conducted by online video-conferencing interviews with the senior team.

- Initial interviews for longlisted candidates will be held on 11th and 12th May 2021.
- Interviews for shortlisted candidates with the Headmaster will be held on 13th and 14th May 2021.

This program is subject to alteration in the event of changes to the COVID-19 restrictions in London and Kazakhstan.

Haileybury Astana has the right to reject the post or to remain open until such time that it is successfully filled. All applications will be acknowledged. Applicants, who have not been contacted for an interview by 16th April 2021, can assume that on this occasion they have been unsuccessful and are sincerely thanked by the Board for their interest.

Haileybury Astana is committed to ensuring a welcoming and inclusive environment for all students and staff. Personal data will be used for recruitment purposes only.

Haileybury Astana School is an Equal Opportunities Employer.

Early Years Foundation (Kindergarten) Teacher

This is an exciting opportunity for the right professional to be involved in developing and setting the standards of teaching and learning within the Early Years phase at Wycombe Abbey School Nanjing. As a new school in a growing group of Wycombe Abbey Schools in China, our vision is “Every Child Can Excel” which will be the foundation upon which we will build our thriving community.

The school will open in August 2021, which will involve working closely with the Assistant Head of Lower School who will lead the Early Years stage in developing and teaching the EYFS curriculum alongside Chinese language, ensuring that academic excellence remains a pivotal focus within the classroom. Working closely with the Assistant Head, you will play an integral role in setting the standards within the learning environment and developing the processes and policies that are so vital for the smooth operation of a new school. Fully qualified teachers with the necessary EYFS experience, who have plenty of energy, positive enthusiasm and full commitment to the profession are invited to submit completed application forms.

An outstanding brand new facility will provide a state of the art teaching environment, alongside an excellent package of international benefits is offered and teachers and families wishing to add an enriching dimension to their lives are warmly encouraged to apply.

School has a strong partnership with other international Wycombe Abbey Schools alongside our heritage school in the UK. The school is located in the delightful Tangshan thermal spring area located east of Nanjing City.

Further details of the position can be found in the attached job description. Information about the group can be found on our website - www.waisgc.com in which you will also be able to access the recruitment portal.

How to Apply

Interested teachers are strongly encouraged to submit applications immediately. Only completed Wycombe Abbey School Nanjing Application Forms will be considered which can be downloaded and completed from our recruitment portal - http://recruit.waisgc.com. The start date will be for January or August 2022, which will be discussed further at interview.

Application deadline: 19 May 2021

The school will review applications on a rolling basis. Early applications are encouraged.

Geography Teacher – Upper School

This is an exciting opportunity for the right professional to be involved in developing and setting the standards of teaching and learning within the department of your subject specialism at Wycombe Abbey School Nanjing. As a new school in a growing group of Wycombe Abbey Schools in China, our vision is “Every Child Can Excel” which will be the foundation upon which we will build our thriving community.

The school will open in August 2021, which will involve working closely with your Head of Department or Whole School Director in developing and teaching the integrated curriculum, ensuring that academic excellence remains a pivotal focus within the classroom. Alongside the Head of Department or Whole School Director, you will play an integral role in setting the standards within the learning environment and developing the processes and policies that are so vital for the smooth operation of a new school. Fully qualified teachers with the necessary experience, who have plenty of energy, positive enthusiasm and full commitment to the profession are invited to submit completed application forms.

An excellent package of international benefits is offered and teachers and families wishing to add an enriching dimension to their lives are warmly encouraged to apply. The school has a strong partnership with other international Wycombe Abbey Schools alongside our heritage school in the UK. The school is located in the delightful Tangshan thermal spring area located east of Nanjing City.

Further details of the position can be found in the attached job description. Information about the group can be found on our website – www.waisgc.com in which you will also be able to access the recruitment portal.

How to Apply

Interested teachers are strongly encouraged to submit applications immediately. Only completed Wycombe Abbey School Nanjing Application Forms will be considered which can be downloaded and completed from our recruitment portal - http://recruit.waisgc.com. The start date will be for January or August 2022, which will be discussed further at interview.

Application deadline: 19 May 2021

The school will review applications on a rolling basis. Early applications are encouraged.

Wycombe Abbey School Nanjing is committed to safeguarding and promoting the welfare of children.
Secondary Head of English

Al Sahwa Schools is inviting teachers passionate about their subject and profession to apply for a Teaching position to start in August 2021.

We are seeking to appoint excited Teachers to embark on our inspirational Journey to continue being a leading school not only within Oman but the region, and create opportunities for our learners to innovate and be creative while they achieve their full potentials.

Applicants must possess:
- A teaching qualification in their subjects.
- Ability to be creative and innovative
- Fluency in English
- Be a confident and enthusiastic teacher
- Passionate about the subject with excellent curriculum knowledge
- Able to motivate and inspire learners.
- Have the ability to plan, prepare and deliver engaging lessons.

Further details of the position and the application process can be found on the website www.tes.com/jobs

Closing date: 12th May 2021

Al Sahwa Schools adheres to international standards of child safeguarding and operate rigorous safe recruitment practices

IB MYP/DP French Language Acquisition Teacher for August 2021

Full Time, Fixed Term

We are looking for an IB MYP/DP French Language Acquisition Teacher for August 2021. As part of our commitment to our academic staff personal and professional development, comprehensive professional development will be provided to the successful candidate, who will
- be fully qualified and experienced IB MYP/DP French Language Acquisition Teacher with a relevant French Language or MFL Degree and professional teaching qualification such as PGCE, QTS, teaching diploma or certification
- have a minimum of 5 years teaching experience in teaching preferably in an IB school
- have a proven track record of success
- be proficient in French language
- have previous international teaching experience

Applicants are invited to apply directly through the TES application form: www.tes.com/jobs

Closing date: 30th April 2021

We are committed to providing a safe and happy environment for all our employees and in which our students can thrive and learn.

Upper Senior School Head of English

Al Sahwa Schools is inviting teacher passionate about their subject and profession to apply for a Teaching position to start in August 2021.

We are seeking to appoint an excited Teacher to embark on our inspirational Journey to continue being a leading school not only within Oman but the region, and create opportunities for our learners to innovate and be creative while they achieve their full potentials. 

Applicants must possess:
- A teaching qualification in their subjects.
- Ability to be creative and innovative
- Fluency in English
- Be a confident and enthusiastic teacher
- Passionate about the subject with excellent curriculum knowledge
- Able to motivate and inspire learners.
- Have the ability to plan, prepare and deliver engaging lessons.

Further details of the position and the application process can be found on the website www.tes.com/jobs

Closing date: 13th May 2021

Al Sahwa Schools adheres to international standards of child safeguarding and operate rigorous safe recruitment practices

IB MYP/DP Physics Teacher with the ability to teach Maths for August 2021

Full Time, Fixed Term

We are looking for an IB MYP/DP Physics Teacher with the ability to teach Maths for August 2021. As part of our commitment to our academic staff personal and professional development, comprehensive professional development will be provided to the successful candidate, who will
- be fully qualified and experienced IB MYP/DP Physics Teacher with a Physics or related Degree and a relevant professional teaching qualification such as PGCE, QTS, teaching diploma or certification
- have a minimum of 5 years teaching experience in teaching preferably in an IB school
- have a proven track record of success
- be proficient in French or German language
- have previous international teaching experience

Applicants are invited to apply directly through the TES application form: www.tes.com/jobs

Closing date: 30th April 2021

We are committed to providing a safe and happy environment for all our employees and in which our students can thrive and learn.

Product Design Teacher

Al Sahwa Schools is inviting teacher passionate about their subject and profession to apply for a Teaching position to start in August 2021.

We are seeking to appoint an excited Teacher to embark on our inspirational Journey to continue being a leading school not only within Oman but the region, and create opportunities for our learners to innovate and be creative while they achieve their full potentials.

Applicants must possess:
- A teaching qualification in their subjects.
- Ability to be creative and innovative
- Fluency in English
- Be a confident and enthusiastic teacher
- Passionate about the subject with excellent curriculum knowledge
- Able to motivate and inspire learners.
- Have the ability to plan, prepare and deliver engaging lessons

Further details of the position and the application process can be found on the website www.tes.com/jobs

Closing date: 13th May 2021

Al Sahwa Schools adheres to international standards of child safeguarding and operate rigorous safe recruitment practices

IB MYP/DP Visual Arts and Design Teacher for August 2021

Full Time, Fixed Term

We are looking for an IB MYP/DP Visual Arts and Design Teacher for August 2021. As part of our commitment to our academic staff personal and professional development, comprehensive professional development will be provided to the successful candidate, who will
- be fully qualified and experienced IB MYP/DP Visual Arts and Design Teacher with an Art or related Degree and a relevant professional teaching qualification such as PGCE, QTS, teaching diploma or certification
- have a minimum of 5 years teaching experience in teaching preferably in an IB school
- have a proven track record of success

Applicants are invited to apply directly through the TES application form: www.tes.com/jobs

Closing date: 30th April 2021

We are committed to providing a safe and happy environment for all our employees and in which our students can thrive and learn.
Al Sahwa Schools - Primary Teacher

Al Sahwa Schools is inviting teachers passionate about their subject and profession to apply for Primary Teacher position to start in August 2021. We are seeking to appoint excited Teachers to embark on our inspirational journey to continue being a leading school not only within Oman but the region, and create opportunities for our learners to innovate and be creative while they achieve their full potentials.

Applicants must possess:

- A teaching qualification in their subjects.
- Ability to be creative and innovative
- Fluent in English
- Be a confident and enthusiastic teacher
- Passionate about the subject with excellent curriculum knowledge
- Able to motivate and inspire learners.
- Have the ability to plan, prepare and deliver engaging lessons.

Further details of the position and the application process can be found online on www.tes.com/jobs

The closing date is 15th May 2021.

Prep & Senior School Science Teacher

Dubai British School is a thriving British international school, located in the Jumeirah Islands area of Dubai. A ‘Talent school,’ DBIS offers high-quality education to over a thousand students aged 5 to 18.

We are seeking to appoint one additional member of staff to join an already thriving Science department. The successful candidate will be able to teach Science from Years 5-7. It would be advantageous but not essential if the candidate was able to teach Senior School Chemistry from Years 7 to 13.

Depending on the experience and ambition of the candidate, there may be leadership opportunities available within this post. These will be discussed at interview.

This role is suited to a forward-thinking, experienced, energetic and passionate teacher or middle leader who is also able to contribute to an extensive co-curricular programme. Experience of Prep school Science curriculum development is an advantage.

Prospective candidates should carefully read the attached applicant info pack on Tes.com to support their application.

Please see Tes.com to apply.

The closing date for applications will be Thursday, 29th April 2021.

NEERJA MODI SCHOOL - A GLOBAL INSTITUTE

Online Tutor and Research Mentor for Philosophy

Part Time, Fixed Term

Neerja Modi School requires

Online Tutor and Research Mentor for Philosophy.

Candidate must be teaching IB/AS Level/UCAS/University level Philosophy with a minimum of 3 years of experience.

Candidate must be ready to Work online currently on part time basis.

Candidate is required to teach and mentor students of middle and high School to deliberate on topics in Philosophy and write research papers.

Closing Date: 24 April 2021

Sarita Nathawat +919315468259
sarita@nmsindia.org

Female Teacher of Chemistry or Physics

Full Time / Permanent

Salary: Housing and annual flight allowance

Start date: August 2021.

Durham School for Girls Doha is seeking to appoint flexible and inspirational Physics and Chemistry teacher to join our High Performance learning team school for August 2021.

Due to KHDA regulations, we require our teachers to have one of the following:

- Bachelor of Education, or good quality degree in the subject area that you teach and PGCE, with exceptional subject knowledge.
- Experience teaching the National Curriculum for England in the UK or an international setting.

Please note this post is not suitable for NQTs.

Aside from your qualifications, personality is very important. We look for inspirational teachers who leave a lasting impression on students for years to follow. If you are able to demonstrate outstanding standards of teaching and learning, with a passionate, enthusiastic and creative attitude then we want to hear from you.

Closing date for applications is 15th May 2021. Only shortlisted candidates will be contacted for an interview.

Successful applicants will take up their position in August 2021.

Visit www.tes.com/jobs to apply.

The closing date for applications will be Thursday, 29th April 2021.

Edward VI School - International Department

Female Secondary Mathematics Teacher

Full Time / Permanent

Competitive Salary, Accommodation Provided, Annual flights.

Start date: August 2021.

Durham School for Girls Doha is seeking to appoint flexible and inspirational Maths teacher to join our High Performance learning team school for August 2021.

Due to KHDA regulations, we require our teachers to have one of the following:

- Bachelor of Education, or good quality degree in the subject area that you teach and PGCE, with exceptional subject knowledge.
- Experience teaching the National Curriculum for England in the UK or an international setting.

Please note this post is not suitable for NQTs.

Aside from your qualifications, personality is very important. We look for inspirational teachers who leave a lasting impression on students for years to follow. If you are able to demonstrate outstanding standards of teaching and learning, with a passionate, enthusiastic and creative attitude then we want to hear from you.

Closing date for applications is 15th May 2021. Only shortlisted candidates will be contacted for an interview.

Successful applicants will take up their position in August 2021.

Visit www.tes.com/jobs to apply.

The closing date for applications will be Thursday, 29th April 2021.
**Female Teacher of Computer Science and ICT**

Full Time / Permanent  
Salary: Housing provided and annual flight allowance  
Start date: August 2021.

**Durham School for Girls Doha** is seeking to appoint flexible and inspirational Computing teacher to join our High Performance learning team school for August 2021.

**Durham School for Girls Doha** has been graded as outstanding by OFSTED and one of the best international schools in Qatar. We are looking for teachers who can embody best practice in teaching and learning and have the vision and flexibility to become part of one of the most exciting projects in Qatar. There may be opportunities for leadership and responsibility, so please comment on that in the application.

For further information, please refer to the candidate pack attached on TES.com. Please complete the application or for further information contact recruitment@durhamqatar.com  
Visit the school website www.durhamqatar.com  
Application deadline: 14 May 2021  
Interviews will be conducted on a rolling basis.

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**Computer Science Teacher for A Levels in TEMS (Madrid)**

Full Time, Permanent  
Starting date: 1st September 2021

TEMIS is currently looking for an experienced teacher to teach Computer Science up to and including A Level to join one of the best international schools in Madrid. We are looking for someone who is passionate not only about teaching but also about building excellent relationships with our pupils; something that sets TEMS apart. This role includes responsibilities for planning, teaching, and curriculum management as well as monitoring, assessment, and pastoral care.

If you are interested, please visit the Work With Us section of our website (tems.es) and follow the instructions to complete and send us the application form to margarita.sanchez@tems.es as soon as possible and before the closing date. Please refer to the job title in the subject line.

Closing date: 7th May 2021  
Interview dates: We reserve the right to interview and appoint prior to the closing date for the ideal candidate, so early applications are encouraged.

Cognita Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment. Safe recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed.

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**Key Stage 3 Teacher**

Full Time/Permanent  
Due to expansion, Al Rabeeh School is seeking enthusiastic, adaptable and committed Key Stage 3 teachers for the 2021-2022 academic year. Applicants will need to have a minimum of two years of teaching experience in Key Stage 3, preferably in Mathematics and/or Science, and preferably experience of teaching foundation subjects also.

Applicants must be fluent English speakers, hold a relevant degree and teaching qualification and have a minimum of 2 years’ experience of teaching in schools that follow the National Curriculum of England.

To apply please click the ‘apply now’ button on ‘tes.com/ jobs’.  
Closing date for applications: 2 May 2021  
Please submit a CV of no more than 2 pages together with a recent photograph, and a scanned degree certificate.

Applicants must possess a passport from an English-speaking country.

Please note that the school reserves the right to begin the recruitment process prior to the closing date. Therefore, candidates are recommended to submit their applications as soon as possible.

Interviews will be conducted in Abu Dhabi or online with the Principal, Mr. Riaan Huysen.

This position is available for an immediate start.  
While we thank all applicants for their interest, only shortlisted candidates will be contacted.

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**EYFS Teacher**

Full Time, Permanent

We are looking to appoint a suitably qualified teacher to Lead our EYFS department and join a successful team of specialists within our multi-cultural International school.

Ghars International is an International School from Pre-School to Lower Secondary, delivering the Curriculum, alongside Arabic Language, Islamic Studies and Social Studies (taught by Arabic teachers). The successful candidate will be a highly committed team player with the drive, energy and passion to develop Ghars International, which will open opportunities for internal promotion, as the school grows.

The successful candidate will join a stable and supportive staff and be responsible for planning high quality provision, showing independence and collaboration in equal measure.

In addition, the school has a strong and increasing commitment to delivering good quality CPD in order to ensure our teachers maintain their links to the UK curricular demands.

To apply for this position, please use the “quick apply” option or please send your CV, supporting letter (addressed to the Principal Ms Yamina Chergui). (recruitment@ghs.edu.om)

If you want to join a successful and forward looking team, with good facilities in a great city, then we look forward to welcoming you!

Closing Date: 31 May 2021

Interviews for short-listed applicants will be held immediately via Skype/ IMO.

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**P. E. Teacher**

At United Lisbon International School, we believe that exemplary education builds on positive relationships and learning communities that engage students in a variety of both academic and personal learning processes. The role of the teacher is to guide student learning through varied, collaborative, and holistic approaches focused on formative and constructive learning processes.

You will thrive being part of the United Lisbon team if:

- You believe that real teamwork leads to better outcomes than just individuals working side-by-side.
- You believe in rigorous standards of international education being fostered through acknowledged programs and international accreditation.
- You have experience with edtech programs such as Google, Apple, or Microsoft office 365 ecosystems, in a 1 to 1 shared or BYOD.
- You are familiar with classroom delivery devices such as interactive boards, tablets, apps.
- You are passionate about content creation and experienced with basic design skills and software.
- You are Committed and willing to learn more, adapt and gain new skills, as well as pursue professional development.
- You believe that learning is not just at school but partnering with the parents and the community, we should strive to create an engaging 24/7 learning environment for our students.

Closing Date: 30 April 2021

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**Teacher of Primary Music, (Maternity Cover)**

**Hartland International School** is looking to appoint an exceptional Teacher of Primary Music. This position is a one-year contract to cover maternity leave.

Applications are invited from teachers who are passionate and forward thinking and who will thrive in a vibrant learning environment, helping us build and maintain a successful Music department as part of a whole school team. There is a very strong enrichment programme and the successful candidate will be expected to make a contribution to this, joining a committed and exceptional staff group.

As a member of the Hartland team, you will share in the responsibility for teaching, learning, enrichment and pastoral care and will be someone who can thrive on the challenge of growing a new school and community.

The successful candidate will:

- Hold a relevant degree and teaching qualification
- Have experience of teaching the National Curriculum for England either in the UK or in an international setting.
- Have a minimum 2 years teaching experience
- Have exceptional communication skills
- Be committed to the Hartland Values

Closing date for applications is 16 May 2021 with interviews taking place in Dubai or by Zoom in May. The closing date for this position is August 2021.

Candidates wishing to apply should complete the application form and send it with a CV and covering letter to the HR Manager, Mrs Elizabeth Riley. Please include a recent photograph.

Your application should contain the names, addresses, email addresses and telephone numbers of three professional referees and include your current line manager / Head of School.

Please click on the apply button on Tes.com to submit your application. Only shortlisted candidates will be contacted.

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**Secondary Art and Design**

**Full Time / Permanent**  
**Required 1st September 2021**  
Salary: 36000 - 46000 Euros plus benefits

The British International School Moscow invites applications from talented teachers to join our expanding team. Our staff currently deliver a first class education programme through the English National Curriculum (3-18 years) and the International Baccalaureate Diploma and A-Level to students from 65 nationalities located in six sites across the city. All our schools are managed by experienced British Headteachers.

We are looking for candidates who:

- Are passionate about their teaching and committed to achieving high standards.
- Demonstrate excellent classroom practice.
- Are able to build good relationships with children, staff and parents.
- Create a vibrant classroom environment.
- Have previous experience working with students for whom English is not their first language.

Please visit our web site for further information: www.bismoscow.com

To apply for this position please apply directly to our email address: bryansparkessbismoscow@gmail.com

Interviews are available via Skype.

Closing Date: 15 May 2021
**KS1 Teacher**

**Salary:** £2,650 - £3,000 per month  
**Full Time, Permanent**  
**Start date:** 26th August 2021

ENS is seeking to appoint an enthusiastic, qualified and experienced KS1 teacher to commence work on 26th August 2021. This is an excellent opportunity for an outstanding and creative teacher who is motivated, flexible, calm, adaptable, patient, takes initiative, is independent and strives for good teamwork to provide professional expertise, and high quality teaching.

ENS was established in 2004 as a private nursery school in Moscow. We have more than 15 years experience teaching children in our 5 branches where classes range from Pre-Nursery to Year 6. We have an individual approach to each child. We are concerned with the child’s holistic development with particular emphasis on their English language skills.

*If you feel you are the right person for post, we would love to hear from you!  
Please contact us for applications via e-mail recruiter@englishnursery.ru*

For more information about the schools, please feel free to visit our website: www.englishnursery.ru/en

**Closing Date:** 1 May 2021

ENS is committed to safeguarding and promoting the welfare of children. This will involve us checking with current/past employers and seeking references from them.

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**Secondary Mathematics IGCSE, A Level / IB Diploma**

**Full Time / Permanent**  
**Required 1st September 2021**  
**Salary:** £36000 - £46000 Euros plus benefits

The British International School Moscow invites applications from talented teachers to join our established team. Our staff currently delivers a first class education programme through the English National Curriculum (3-16 years) and the International Baccalaureate Diploma and A-Level to students from 65 nationalities located in six sites across the city. All our schools are managed by experienced British Headteachers.

We are looking for a candidate who:

- Are passionate about their teaching and committed to achieving high standards.  
- Demonstrate excellent classroom practice.  
- Are able to build good relationships with children, staff and parents.  
- Create a vibrant classroom environment.  
- Have previous experience working with students for whom English is not their first language.

Please visit our web site for further information: www.bismoscow.com

To apply for this position please apply directly to our email address: bryansparkesbismoscow@gmail.com

Interviews are available via skype.

**Closing Date:** 15 May 2021

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**KS2 Teacher**

**Salary:** work visa, accommodation, flight allowance, EMI  
**Full Time, Permanent**  
**Start date:** 26th August 2021

ENS is seeking to appoint an enthusiastic, qualified and experienced KS2 Teacher to commence work on 26th August 2021. This is an excellent opportunity for an outstanding and creative teacher who is motivated, flexible, calm, adaptable, patient, takes initiative, is independent and strives for good teamwork to provide professional expertise, and high quality teaching.

ENS was established in 2004 as a private nursery school in Moscow. We have more than 15 years experience teaching children in our 5 branches where classes range from Pre-Nursery to Year 6.

We follow the English National Curriculum teaching mostly Russian children. The teaching experience with us is truly an enjoyable one. Our teachers have up to 3 teaching assistants to help in a classroom of up to 25 children.

*If you feel you are the right person for this post, we would love to hear from you!*

Please send your CV along with a letter of application to recruiter@englishnursery.ru.

For more information about the schools, please feel free to visit our website: www.englishnursery.ru/en

**Closing Date:** 10 May 2021

ENS is committed to safeguarding and promoting the welfare of children. This will involve us checking with current/past employers and seeking references from them.

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**Grade 4 Teacher (KS2 and Upper Elementary)**

**Salary dependent on experience**  
**Full Time, Permanent**

Wetherby-Pembridge is an independent school for boys and girls aged 3 to 14, located on the Upper East Side, in a superb building next to Central Park on East 96th Street in Manhattan.

The School enters its fifth year in September 2021 and this teaching role offers an exceptional opportunity to join a team of first-class educators who seek to promote high standards and a love of learning for life. The School will grow organically over the years and in September, now offers Nursery to Grade 4 classes.

The successful candidate will be required to start from mid-August 2021 and must be safely residing in New York, ahead of staff induction.

Wetherby-Pembridge School is part of the prestigious Alpha Plus Group. It brings to New York the rich traditions and academic excellence that are at the heart of its thriving UK schools and world-famous brands.

To apply please visit the Alpha Plus careers portal to complete an online application: https://sw.changeworknow.co.uk/alphaplusgroup/vms/e/alpha_plus_group/positions/axAshRubXoc659DdQsq270

We are committed to equality of opportunity for all staff and applicants from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.

**School Website:** www.wetherbypembridge.org

**Closing date for applications:** Tuesday 27th April 2021

**Final Zoom Interviews:** week commencing Monday 3rd May 2021
Try your hand at this tricky cryptic crossword, presented by Tes’ resident wordmaster, Magnus. Can you decipher the complex clues and complete the grid? Answers will be published in next week’s magazine.

**ACROSS**

1/5 Use Vaseline gel, or one will have a wrinkled skin (7,6)

8 “Honeydew, Monsieur?” as Tesla founder cycles round (4,5)

9/23 Dad getting to grips with béchamel mixture, a recipe by Escoffier (5,5)

11 Send back green water from French spa town (5)

12 Opponents of Real, real bacon produce (9)

13 City airport designed to conserve energy (8)

15 Vegetable wagon carrying heads of red onions (6)

17 Actor Matt eating second piece of fruit (6)

19 Client caught consumer smuggling cat (8)

22 Rough summary featured in Times contents (9)

23 See 9

24 German army spirit (5)

25 Rock label’s head (EMI) rejected Mick Jagger, for one (9)

26 Small child nicking contents of Ontario snowmobile (6)

27 Accepted standards of behaviour covering a northern French people (7)

**DOWN**

1 Son drummed up gin cocktail... Fruity, sweet (6,7)

2 Trace of Clive’s tiger (7)

3 French newspaper editor upset to get the sack – a useless person (5,3)

4 Former Liberal regularly ruins bookplate (2-6)

5 Landlords’ daughter coming off tranquillisers (6)

6 Program in web page featuring rat served up in baked dish (5,4)

7 Charm girl at the start with the love of France (7)

10 Earth-shattering waves – they cause intense misery (13)

14 Yoko doesn’t go out alone (2,4,3)

16 He takes to the air, leaving Kent behind (8)

18 Mother last in bookshop to reserve atlas (3,4)

20 Young country doctor left starter of duck eggs (7)

21 Eric discovered singer somewhere in Venice (6)

23 One beginning to speak English visiting Mister Scrooge? (5)

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**LAST WEEK’S ANSWERS**


Questions set by John Cunnane

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**About the Cryptic Crossword**

“Cryptic Crossword Quiz” is a challenging and engaging activity designed to test your analytical and logical reasoning skills. Each clue requires you to interpret and decode the information provided to uncover the correct answers. The clues are carefully crafted to ensure a variety of difficulty levels, making it suitable for a wide range of solvers. Whether you are a crossword enthusiast or new to the genre, this quiz offers an opportunity to stretch your mind and enjoy a fun智力 challenge.

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**Notes for Solvers**

- **ACROSS**
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- **DOWN**
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See the winners announced live online!

Our virtual awards ceremony is just one week away. Have you reserved your free place?

Tell all your colleagues, grab your glad rags and a beverage of your choice and join us from school or home on Friday 30 April to celebrate the hard work and successes of everyone working in the independent school sector.

Together, we can make it a night in to remember!

Reserve your free place at: isawards.co.uk

Get the latest updates at #TesISAwards
Pupil mental health and wellbeing has never been more important

Discover Thrive and introduce a whole-school approach to positive wellbeing and mental health

The Thrive Approach® offers practical tools and training to promote wellbeing and prevent mental health issues for children and young people. Thrive is:

• An online profiling and action-planning tool with online training equipping adults with knowledge, insights and resources.
• A whole-school approach easily embedded in the curriculum without additional workload.
• Used in over 2,800 primary, secondary and special education settings.
• Supporting the social and emotional development of more than 400,000 children and young people.
• Developed over 25 years and based on established neuroscience, child development and attachment theory.
• An effective way of building positive adult-child relationships through play, creativity and the arts.

NEW Thrive 2-year subscription from £2,450 per year, providing access to Thrive-Online® and Thrive training. Use your Covid-19 catch-up or accelerated learning funding to introduce Thrive in your school.

Discover the impact of Thrive - read our school case studies and gain access to exclusive Thrive resources

Find out more about Thrive and how you can help change lives at thriveapproach.com or email enquiries@thriveapproach.com or call the Thrive team direct on 01392 797555