How headteachers battled through U-turns, chaos and fear

The evolution of remote teaching and its legacy in schools

Why every teacher should be cautious about ‘lost learning’

Special issue

The 12 months that threatened to tear education apart

And how schools found a way to hold it together
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Why do we still play down the pandemic’s effect on teachers?

At the start, the pandemic was personal. We saw the faces of those who died and the faces of those who had loved them. We saw the deep, red marks that personal protective equipment (PPE) had left under the eyes of our critical workers and we recognised the sacrifices they had made. We felt fear and we felt other people’s fear. We were all in it together.

However, as the number of cases and deaths climbed, as the scientific explanations grew more complex and as the pandemic response became more political, the faces began to blur, the PPE marks became more familiar and the fear began to subside. Slowly, the human narrative of the pandemic began to disappear.

That had consequences for schools. Those within and outside of education began to experience the pandemic very differently. Unlike much of the population, school staff did not have an opportunity to withdraw from the human impact of Covid-19: the fear of being infected or infectious never faded because the threat remained so real; the stories of tragedy could not be ignored because teachers were dealing with the fallout in their communities; and the personal stories of the pandemic never disappeared because human interaction remained the foundation of teaching, be it virtual or physical.

You could see the results of the disconnected experiences clearly whenever schools were discussed in relation to Covid-19. In the comments sections, on social media, in the angle of political statements – even in the science – many people, it seemed, stopped caring about teachers or, at least, repeatedly underplayed the risks they were facing and the seriousness of the pandemic.

Faced with this, it would have been easy for teaching staff to give up, to just do “enough” and “make do”. But that’s not what happened. Reading our special issue this week, it is clear how the profession has risen to the challenges of the past 12 months with ingenuity and skill but, most of all, with a complete dedication to their communities.

Co-principal Vic Goddard writes in this issue about never having an opportunity to hit the “off switch” over the past year. “I’ve felt obliged – from the moment I wake up to the moment I close my eyes – to stay on top of stuff, to read things, to check emails, to respond, because I’m worried and I’m anxious,” he says (see page 29).

Those in schools can only work in this way for so long. And yet things are going to get worse, with the insistence on rapid catch-up and a catalogue of fixes for pandemic repercussions landing at the doors of classrooms. Rather than celebrating what schools have achieved, they have just been handed a longer to-do list.

As Goddard says: “I’ve never had more conversations with people of my age – headteachers in their fifties – saying that they wanted to start working their way out of this...That’s not because any of us are falling out of love with the job, it’s just that you look around and realise that the pressure isn’t going away.”

We seem to have forgotten that behind the statistics, behind the catch-up narrative, behind the long list of additions to the curriculum – behind all the expectation – there is a group of human beings who get tired, who hurt and who need positive encouragement in the same way we all do.

We need to do better. Yes, we all want to mitigate the impacts of the past 12 months, but we won’t achieve that if we forget that at the heart of every school is a group of people who excel at what it is to be human. We owe them that recognition and we owe them a huge thank you, too.
Coronavirus ‘nonsense’
Scientists cast doubt over school Covid measures, why assessment should focus on ‘capacity to learn’ and other top articles from tes.com this week

Heart of Oak
Tackling Tes’ 10 questions, Matt Hood, head of Oak National Academy, talks about being ‘different’ at school and a lack of clarity in the education system

Covid: one year on

Time of crisis
A timeline of 10 landmark events in an extraordinary year for education

By the numbers
Tes pulls together statistics to reveal the true impact of the pandemic on schools

‘Above and beyond’
The amazing positive spirit of staff and pupils who kept going to school throughout lockdown

Tech lessons
What have schools learned from the experience of being forced to teach remotely?

‘It’s been relentless’
One school leader reveals how the government has added to the pressures of the job

All is not lost
With politicians talking about ‘lost learning’, educationalists explain why this is unhelpful

SEND support
Why some aspects of remote learning could be beneficial for SEND pupils in the future

No ‘catch-up’
An alternative-provision head warns that this phrase can be damaging to students

‘A roller coaster’
Two researchers who interviewed teachers about their Covid experience reveal their findings

The end of exams?
After the Covid cancellations, should we get rid of GCSE and A-level exams once and for all?

Early warning
Why pressure to catch up in the early years could add extra stress for parents

Behaviour buy-in
Covid shows that getting people to believe in rules is better than a rod of iron, says Jarlath O’Brien

Training turmoil
After the disruption to teacher training, here are some ideas on how schools can support NQTs

The future’s bright
Innovation and the increased profile of colleges have sparked great hopes in the FE sector

Next week Whistling in the wind?
What are the challenges school whistleblowers face when they raise the alarm?
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We have learned a lot about Covid-19 over the past 12 months, yet when it comes to the role of schools in its transmission, we seem to be still at a rather rudimentary level of understanding.

For example, the advice on what schools should do to try to reduce the spread of the virus within their walls seems to have moved on little from last spring. Aside from the gradual increase in the areas of school premises where the wearing of masks is required, the guidelines have been relatively static: ventilation, bubbles, wiping down surfaces and the quarantining of books and resources.

The fact that the advice on masks has changed significantly is no surprise: the scientific community has increasingly found strong evidence for the capacity of masks to reduce transmission of the virus between people. But have there not been similar increases of knowledge on other measures schools have been asked to focus upon?

*Tes* sat down with two leading US-based scientists to find out. Professor Emanuel Goldman works in the department of microbiology, biochemistry and molecular genetics at Rutgers New Jersey Medical School, and Jack Gilbert is a professor in paediatrics at the University of California, San Diego. On quarantining books, both scientists are a little taken aback that so much focus has been put on this measure.

“I think it will have such a small impact upon overall infectivity rates to almost be a pointless waste of time,” says Gilbert. “Is there any risk at all? Yes, there is always the possibility of that happening – but the probability is incredibly low.”

Goldman agrees: “This is mostly nonsense. The virus is fragile when it’s outside of a human, and it decays. [Experiments that show the virus stays on surfaces for six to...
eight days] have no connection to the real world. They’re starting out with humongous amounts of virus, and that’s not what you’re going to find.”

Essentially, schools should stop worrying about books being a superhighway for Covid.

What about ventilation? Gilbert says that teaching outside would be optimal, but considering the weather in the UK in spring, airing the room is a decent compromise.

“If you have to teach indoors then classrooms where the windows are kept open are ideal, as it increases the amount of air exchange,” he explains.

“The aim is to not let the virus build up inside the air of a room so if you can keep that air flowing in and out then it should dilute the virus, which again reduces the chances of exposure.”

Goldman, though, says that while community transmission rates are low, masks may be a better option.

“If there is a low transmission rate anyway, then I think masks should do the job in that environment,” he argues.

And lastly, what about cleaning outdoor play equipment? Many a climbing frame has been cordoned off for the past 12 months, but Goldman is incredulous that this was ever in the guidance in the first place.

“That’s really absurd because the sunlight kills the virus almost instantly. Playgrounds could be one of the safest places you could possibly be,” he says.

It may seem odd that two scientists have picked massive holes in the science behind the guidelines that schools in the UK are still being asked to follow. But if this pandemic has taught school leaders anything, it’s that “following the science” probably doesn’t mean what we all thought it meant 12 months ago.
Study eschews testing knowledge in favour of assessing capacity to learn

“What did you learn at school today?” It’s a question asked by parents and carers in car parks and kitchens up and down the country on a daily basis. And you can probably think of some example replies: “Henry VIII had six wives”; “the square root of 169 is 13”; “Mr Appleby wears a wig”; “Er… I dunno”; and so on.

After a severely disrupted 12 months, schools will be hoping for much fuller answers from their own diagnostic assessments. With a combination of low-stakes tests and some informed assumptions, teachers will be trying to work out how much knowledge has been absorbed – and retained – during lockdown.

But is measuring knowledge the right approach? One study is trialling a method that looks at things a little differently. Trusts for Impact is a group of academy chains representing more than 50,000 students. They were approached by the researcher Professor John Hattie, along with Stephen Cox and Anne-Marie Duguid from Osiris Educational, to take part in an experiment that focuses assessment on “capacity to learn”, not on measuring what has been learned.

“We know from research that a learning focus offers higher impact and better foundations for a lifetime of learning,” explains Cox.
“Knowledge and external examinations are easier to measure but this creates a backwash effect – perverse incentives, competition, stress – and encourages teaching to the test. “The question of school improvement then narrows to ‘how to improve test scores’.”

So, how do you do things differently? In the study, schools are invited to participate in the “world’s largest student survey about learning”. It comprises 36 questions and, instead of questioning a student’s knowledge, it asks children to rate their own expectations for learning, how they embrace challenge, welcome support and learn from mistakes.

“This is trying to get a major focus on the learning strategies, the social and emotional parts of learning, and creating reports back to school,” explains Hattie.

This data is anonymised and schools can see how they perform on these metrics against others in the group.

“Schools can see how well they’re going relative to other schools but without naming them – this is not about comparing schools for competing reasons,” says Hattie.

Cox and Hattie believe the approach could have a big impact on outcomes in schools.

“A learning focus broadens outcomes by including learner agency and the learner voice; their expectations and strategies, such as knowing what to do when they don’t know,” says Cox.

“The role of assessment can then broaden to be about developing assessment capability in learners themselves rather than just to serve desired external outcomes, so learners start to know whether they are on the right tracks and hitting quality markers independent of the teachers.”

It will also allow schools to look at outcomes for learners through a broader lens, “bringing attention to proven strategies around learning that show greater potential”.

The survey has been honed by Cox and Hattie, with the help of a number of UK academy trusts, and will officially get under way at the World Education Summit later this month.

“We’ve trialled it extensively in a number of places and it’s worked very well,” says Hattie. “But most importantly, what’s worked well is the interpretations.

“We find that schools actually do something as a consequence of doing these assessments; they actually change what they do in their schools.”

Stephen Cox, Anne-Marie Duguid and John Hattie will launch their global learning survey at this year’s World Education Summit (22-25 March). Tes is the official media partner for the event.

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Minimise the mask barrier and boost body language

Gesture has always been an integral part of effective teaching. Studies have found that a teacher’s non-verbal cues can inspire a higher level of interest in a topic, as well as bringing other learning gains. Using non-verbal signals is something that all teachers should strive to do. But when we’re masked up, the emphasis on non-verbal cues becomes paramount. Masks muffle our voices, prevent lip reading and eliminate other helpful facial prompts, such as smiles.

To overcome communication barriers, we need to use our hands and bodies to ensure that what we’re saying remains clear. Here’s how:

1. **Count on your fingers**
   From an early age, maths and fingers are closely related. So, when you’re summing up the three main conditions required for bacteria to survive, for example, use individual fingers to emphasise: 1) nutrients; 2) water; and 3) the proper environment. Then wash your hands.

2. **Weigh up alternatives**
   When considering arguments, channel your inner greengrocer and imagine you’re weighing up a pound of apples against a pound of pears. Curl your fingers and place your palms upwards as you become a human set of scales.

3. **An important stand**
   A student once noticed that when I’m making an important point, I stand on the other side of the whiteboard. This was a conscious move on my part but it was good to know that they had made the association, even if they’d just noticed my shoes moving on the squeaky floor.

4. **Highlight and delete**
   Writing a list on the board of things that students typically include in their answers is a useful scaffolding technique, which can be emphasised further by theatrical circling or crossing out of certain bullet points. Even more helpful is when a teacher later returns to the board and taps energetically on these highlighted or crossed-out signs.

5. **Use hand signals**
   Instead of using my voice, I often get students to speak by aiming a flat palm in their direction. Even in a cramped class, if my eye contact is accurate, they know who I’m cold calling. Like a conductor, I then bring in other students. And if a response is too brief? A royal, one-handed circular wave signals that I’d like them to develop their answer.

When teaching behind a mask, it can be a struggle to get your point across. But with a few explicit gestures, you’ll find your students will understand you perfectly well, perhaps even better than before.

Mark Roberts is an assistant head in the South West of England.
Covid vaccine will join the queue in a long line of stalled student shots

Everyone is talking about the Covid-19 vaccines. In this magazine last week, we even dedicated a cover story to the topic. And why not? They are, after all, widely seen as our way out of our current locked-down predicament.

However, it’s easy, amid the excitement and daily updates of the number of people receiving their first doses, to forget that providing vaccines to ensure a healthy population – at all ages – is nothing new.

There are yearly drives to encourage the take-up of new flu vaccines and most of us can recall receiving various shots at school to help prevent all manner of nasty diseases.

Those school jabs, in particular, are an essential part of the national healthcare system. Yet, if most children have not been attending school as usual – and with social distancing restrictions and a health service optimised for Covid – what has been the fate of those school vaccinations this year? And what might it mean for schools and students next year?

It’s worth outlining the three vaccines that school-age children usually receive:

- HPV (human papillomavirus) – routinely offered in Year 8 with a second dose six to 24 months later. In the 2019-20 school year, this was being offered to boys for the first time, having been offered to girls since 2008.
- Three-in-one teenage booster (technically termed Td/IPV, for tetanus, diphtheria and polio) – usually offered in Year 9.
- MenACWY (to protect against meningitis and blood poisoning/septicaemia) – usually offered to teenagers in Years 9 and 10.

How many students actually got these jabs in the past 12 months? As there is no set time frame in which these vaccines are usually administered within an academic year, many schools had not even started their administration of these vaccines during the 2019-20 school year, while others had done them all.

Data from Public Health England (PHE) that tracks the HPV vaccine rollout through local authorities, published in October 2020 for the school year September 2019 up until 20 March 2020, shows the following:

- Fully complete in eight out of 150 local authorities.
- Partially complete in 116 out of 150 local authorities.
- Not yet started in 26 out of 150 local authorities.

How did things progress once the pandemic hit? Almost immediately, new ways of delivering vaccines were put together to help students receive these vaccinations in other ways, according to Sharon White, chief executive of the School and Public Health Nurses Association (SAPHNA).

Teams “have been working in schools to administer them to pupils as normal or those on-site [such as children of key workers] and running drive-through immunisation centres – often in stadiums – to offer vaccines”, she explains.

An example of this was the Derbyshire School Nurses group running a series of outdoor clinics that helped to deliver the HPV vaccine to almost 10,000 school-age children. Similar work has been carried out by Kent and Medway School and Community Immunisation Service and Bridgewater Community Healthcare NHS Foundation Trust.

Some schools have also been able to continue to allow vaccinations to take place almost as normal, but with the usual social distancing and hygiene measures.

So, how close to schedule are we at this point across England? Data from PHE for the full academic year of 2019-20 shows HPV vaccination levels as follows:

- 64.7 per cent of Year 9 females completed the two-dose HPV vaccination course in 2019-20, compared with 83.9 per cent in 2018-19.
- It was 54.4 per cent in Year 8 boys (the first cohort to receive it).

The latest data for MenACWY and three-in-one booster rollouts only goes up to 31 August 2019, so it is not possible to know to what levels these vaccines were issued during the school year that was interrupted by the pandemic – although figures are scheduled to be published soon.

Despite best efforts, the HPV vaccination is down by around 20 percentage points for the period we have data. Clearly, then, some catch-up will be needed for those who missed out – both in the 2019-20 round and those who have still to be vaccinated in the 2020-21 round.
Given the disruption that the January-March lockdown will have caused, Dr Andy Preston, from the University of Bath’s department of biology and biochemistry, believes we will see more delays in rollouts in the next set of data.

“There will have to be catch-up campaigns because pupils have been out and school nurses, and the NHS and PHE, have been stretched with everything else going on around dealing with cases of Covid and contact tracing,” he says.

“I do think it will be worth taking stock and having catch-up vaccination plans,”

This is an issue very much on the radar of the Local Government Association (LGA). “Local immunisations teams are working with schools to plan catch-up and recovery programmes, including for those infants and children who have missed their routine immunisations over the past 12 months,” says Ian Hudspeth, chairman of the LGA’s Community Wellbeing Board, adding that more support for this work would be welcome.

“Due to the ongoing Covid-19 vaccine rollout, the immunisation workforce is already stretched, and any additional capacity and resource would be helpful to ensure catch-up programmes can be rolled out as quickly as possible.”

White says SAPHNA is aware of many school leaders proactively contacting the immunisation teams that deliver these vaccinations to get this work back up and running.

Of course, in the Covid era, any talk of vaccinations raises another issue: availability. Thankfully, though, even with the extra requirements to include many of the previous cohorts in this year’s round of vaccinations, there is confidence in government and among the pharmaceutical companies that there will be no shortage.

A plentiful supply of the vaccines and the presence of plans does not necessarily equate to plentiful time in schools, though. During a period in which schools are having demands placed on them for so many different things, support for vaccines and understanding from government will be essential if this particular catch-up task is to be successful.

Dan Worth is senior editor at Tes
10 questions with...

Matt Hood
Matt Hood has been at the forefront of delivering remote education during the pandemic. As principal of government-funded online classroom Oak National Academy, he has overseen the creation of more than 10,000 free video lessons and resources to help schools keep children learning throughout the crisis.

Hood previously founded the Institute of Teaching (now Ambition Institute) – an organisation that offers training for teachers and leaders serving disadvantaged pupils.

He is an independent adviser at the Department for Education (DfE), chair of governors at a school in Morecambe and a former teacher and school leader.

So, what did he have to say when faced with Tes’ 10 questions, designed to draw back the curtain on the person behind the profession?

1. **Who was your most memorable teacher and why?**

   The teacher who had the biggest influence on me was one of my secondary school form tutors and also a geography teacher – a chap called Mr Buckland. I just didn’t settle in those early years of secondary school and he just, for some reason, with some magic that he had, managed to get me settled. I wouldn’t be doing what I’m doing today if it wasn’t for him.

2. **What were the best and worst things about your time at school?**

   I was just a sponge – I loved learning stuff, I loved being interested in all these wonderful things that we got taught.

   The worst parts – and I think this is similar for lots of pupils – were those moments where you’re different. If I was to give my secondary school, in particular, a little bit of a hard time about anything, I think it could have handled those moments of difference for me a little better.

   The first thing was that I was a pupil on free school meals in a selective grammar school, so there weren’t very many of us – and that was very obvious – and, occasionally, I had to put up my hand and declare myself as being a free school meals kid in order to make sure a process or system worked that meant I got the meal at the end of it.

   The second one was a little later on. Being gay in an all-boys secondary school is not easy at the best of times; it certainly wasn’t easy when I was at school. Section 28 was still in force at that time. Again, there were points where the school didn’t really help me out. If you were to look in the yearbook for my graduating year, underneath my picture is my name and “aka: faggy bitch”, which was approved and published and distributed across the school. Not OK.

   Certainly, I know the teachers and school leaders at that school now would not allow that to happen, but it did happen at the time.

3. **Why do you work in education?**

   While I was really fortunate and got an incredible education, if you look at the data, that did – it is a fact – [come] at the expense of the education of all of the other people in my community, who went to those other schools and weren’t as fortunate as I was.

   What better way to make a contribution to making sure every kid gets the same deal as every other kid, regardless of their background, than to work in our amazing, wonderful school system, which is doing that all day, every day?

4. **What are you proudest of in your career and what do you regret?**

   The thing that I’m most proud of is, in three different organisations now that I have worked in and been involved with, I have been able to be part of, helped to build and led three really, really incredible teams.

   The thing that I regret when I look back is that at the start of my career, I didn’t challenge hard enough the wisdom that was being passed on to me about teaching.

5. **Who would be your colleagues in your perfect school staffroom?**

   I’m going to replace individual names here for teams of people at schools that I think are really great.

   I think that Dixons Trinity Academy, in Bradford, would be my principal.

   I would definitely be pulling colleagues out of our specialist sector in to be my special educational needs and disabilities coordinator; someone from St Giles [School] maybe, in Nottinghamshire, or Eden [Academy Trust].

   On heading up the pastoral aspects of the school, I think Cockermouth School in Cumbria, not too far away from me, is really thoughtful about its approach to this, or Reach Academy in Feltham, if you’re trying to think about how the school sits within and interacts with its community.

   I’m going to get Jane Austen College in Norwich to head up the curriculum. And then, working underneath [them], one of the little known things about Oak National Academy is that, actually, we’re basically a kind of federation – an alliance, a group of schools, school trusts and subject associations, each of whom takes a subject and key stage – I’m just going to pull in all of those.

6. **What are the best and worst aspects of our schools system?**

   England is having the best conversation about education anywhere in the world. Grassroots movements of teachers talking about teaching, questioning things,
challenging things, even if they don’t disagree...that is a great thing, and I think sometimes undervalued.

But the pandemic has exposed deeply unhelpful gaps and a lack of clarity about the different roles that different actors in our system have. We are running half the schools through one academy system; we’re running the other half through a maintained local authority system.

My interest in this particular topic started in 2010. I was a civil servant inside the DfE, working on the 2010 White Paper. We didn’t articulate clearly in that White Paper what the role of the local authority would be in the system. We weren’t champions for children – and sort of hoped no one would notice. That was a huge error. It was a huge, huge error. And we are still feeling the repercussions.

7. Your own teachers aside, who in education has influenced you the most?
The thing that has influenced me most is just being in that conversation where lots of different people disagree with each other.

I love just hearing two people courteously and candidly going at it. You just learn loads by doing that. And it is listening to lots of those debates and discussions, overlaying it with the evidence, that I think has just influenced my outlook on those big questions.

8. If you became education secretary tomorrow, what would be the first thing you’d do?
I would pick a big multiple: I would quadruple, I would quintuple, I would – I don’t know what the one is after that – the amount we spend on professional development of teachers.

It is the single best bet that we have at our disposal, the thing that matters, both for normal times and, indeed, for this big conversation that is coming about catch-up.

9. What will our schools be like in 30 years?
I still hope we’ll be teaching – at least up to 16 – a broad, rigorous, academic curriculum that is the best of human civilisation: not just “thought” and “said”, but “sung”, “danced”, “painted”.

I also think – and this is partly pandemic related – that the role of schools is probably going to broaden out. This is one of the perils of being a huge success story, in my view, through the pandemic: that schools have demonstrated that they can do a whole load of things. And if you’re a policymaker, and you want something doing, I think that schools being the answer to that thing being done, whether we like it or not, is probably going to be a solution that people are reaching for.

10. What one person do you think has made the most difference to our schools in the past 12 months?
I want to talk about Colette Roberts [head of Bay Leadership Academy in Morecambe, where Mr Hood is a governor].

If you go into our school today, [Colette and her team] have not only created a school in the building, they have created a remote school that educates pupils wherever they might be outside of our building. They have created a track-and-trace centre – she set that up from scratch. We are a testing centre, so not only can we tell you about how vaccines work in our science lessons, or how tests for viruses work – we can also demonstrate that to you live by testing a few hundred kids and teachers a week. And on top of that, we have put rocket boosters underneath that community work that we were doing.

Colette Roberts wins the award for “has had the most impact on education” as the banner carrier for 23,000 other headteacher colleagues across the country who have done exactly the same thing – and I think that’s astonishing.

Matt Hood was speaking to Tes reporter Amy Gibbons
Educating during a pandemic: a special report
It’s exactly 12 months since schools were told to shut their gates to virtually all pupils and move to remote teaching as the nation went into lockdown. Back then, there was a sense that the effects of the Covid-19 pandemic couldn’t possibly last long – but today, the teaching profession is still recovering from the shock of a year of uncertainty, U-turns and upheaval.

In this special issue, Tes looks back at the experiences of school staff, pupils and their families one year into the pandemic, and considers what has been learned from the most challenging period for education in living memory.
Covid closures: one year on

Ten days that shook the education world

With the anniversary of the first coronavirus lockdown now upon us, Dan Worth takes a look back at the earth-shattering events that marked a year of unprecedented upheaval for the nation’s teachers, staff, pupils and parents.

18 March 2020: school closures announced
In an unprecedented move, the government announces that schools and colleges across the UK will close to almost all students in just two days’ time, to prevent the spread of Covid-19.

Education secretary Gavin Williamson says: "After schools shut their gates on Friday afternoon, they will remain closed until further notice. This will be for all children except those of key workers and children who are most vulnerable."

18 March 2020: exams cancelled
At the same time that school closures are announced, it is also confirmed that GCSE and A-level exams will not be taking place in the summer. "I can confirm that we will not go ahead with assessments or exams and that we will not be publishing performance tables for this academic year. We will work with the sector and Ofqual to ensure children get the qualifications that they need," Williamson says.

As events later in the year will prove, that work does not go smoothly.

1 June 2020: first phased reopenings
And it is, in a way... Come 1 June, the first wave of reopenings takes place, with nurseries and some year groups – Reception, Year 1 and Year 6 in primary schools – returning. This is followed two weeks later, on 15 June, by secondary schools.

Prime minister Boris Johnson says: “We will now reopen schools to more children. Closing schools has deprived children of their education and, as so often, it is the most disadvantaged pupils who risk being hardest hit.”

However, there are many who disagree with this plan, with teachers, scientists and teaching unions all raising concerns over the rush to reopen. Not for the first time, the education sector is overruled.

13 August 2020: CAG debacle
In August, the first ever centre-assessed grades (CAGs) for GCSEs and A levels are awarded by a mixture of teacher assessment and algorithm. It does not go well.

Almost immediately, concerns are raised over the unfairness of the algorithm – with almost 40 per cent of all grades adjusted down from what schools had set.

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20 March 2020: schools close to most pupils
Two days later, schools close to all but the children of key worker parents and vulnerable children. The hope is that it will all be over by summer.

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Almost immediately, concerns are raised over the unfairness of the algorithm – with almost 40 per cent of all grades adjusted down from what schools had set.
What’s more, the grade changes appear to be biased, based on geographical region or class size – a fact that benefits students in small independent schools, while hitting those in larger schools in less-affluent areas hardest.

Dismayed students, teachers and education experts take their complaints to social media and the news is dominated by the growing unhappiness at the unfolding situation.

**17 August 2020: CAG U-turn**

Five days later, in the face of this barrage of criticism, the government ditches the CAG model and moves, instead, to teacher-assessed grades without the algorithm input. This means joy for many, although some who had benefited from CAGs will see their grades slip again.

The situation even leads to a rare apology from the government, with the education secretary saying: “I am sorry for the distress this has caused young people and their parents but hope this announcement will now provide the certainty and reassurance they deserve.”

**8 November 2020: free school meals U-turn**

The government had previously had to reverse a decision not to continue providing free school meals during the summer holidays as a result of a pressure campaign spearheaded by the footballer Marcus Rashford. Yet come November, Rashford – by now an MBE – is once again having to urge the government to ensure that children are fed over the winter months.

Finally, on 8 November, in the face of a national outcry, the prime minister announces new funding for free school meals.

**14 December 2020: government legal threats**

In December, it becomes clear that something new is happening with Covid-19 infection rates. Schools are open and following social distancing guidelines but, across communities, infection rates are spiking – and a new variant of the disease is soon identified as the cause.

For leaders in Greenwich and other London boroughs, the solution is clear: close schools and reduce transmission immediately.

The government, however, thinks otherwise and threatens legal action against any schools that move towards remote teaching.

It will not be long before it is shown that local authorities are right and the government has once again got it wrong.

**4 January 2021: schools reopen for one day**

In perhaps the most genuinely shocking day of the pandemic for the education sector, 4 January 2021 sees schools and colleges reopen after the Christmas holidays, despite widespread awareness that a new Covid-19 variant is prevalent across the country.

By the end of the day, the prime minister has taken to the airwaves to enforce a third national lockdown – which will mean most school staff and students returning to remote teaching – and to confirm that exams will not take place for the second year in a row.

The education sector is dismayed that such a situation has come to pass, as Mary Bousted, joint general secretary of the NEU teaching union, sums up: “The government has had eight months to prepare for a renewed period of remote learning, and for alternatives to exam assessment at GCSE and A level, but it has not used that time wisely or well.”

**8 March 2021: full school reopening**

Everyone has been expecting a slow and steady reopening of schools but, instead, a “big bang” approach is adopted, with the government announcing on 22 February that schools and colleges in England will reopen to all students on the same day: 8 March.

The plan comes with the new recommendation for secondary teachers and students to wear masks while in the classroom, and the rollout of twice-weekly rapid Covid tests – yet more developments for the education sector to grapple with.

But, as the past 12 months have shown, if there is one thing school staff do well it’s to keep calm, adapt, continue to provide education and do all that while coping with some questionable decision making by the powers above.

Here’s hoping the next 12 months are a little more straightforward.

Dan Worth is senior editor at Tes
Pandemic by numbers: how schools have borne the brunt

The coronavirus pandemic has hit the education world hard, affecting learning for millions of pupils and the working lives of virtually all teaching staff. These statistics are a stark illustration of the huge repercussions that Covid-19 has had, both nationally and across the globe.

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Number</th>
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<tbody>
<tr>
<td>Number of pupils currently affected by the Covid-19 pandemic in England</td>
<td>8.89m</td>
</tr>
<tr>
<td>Number of teaching staff currently affected by the pandemic in England</td>
<td>453,813</td>
</tr>
<tr>
<td>Number of pupils eligible for free school meals</td>
<td>1.4m</td>
</tr>
<tr>
<td>Number of days schools opened for all pupils in January 2021</td>
<td>One</td>
</tr>
<tr>
<td>Number of people applying to Initial Teacher Training in 2020-21</td>
<td>41,472</td>
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<td>Number of teachers that will receive a pay rise this year</td>
<td>6,400</td>
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<td>Amount they will receive</td>
<td>£250</td>
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<td>Number of free school meal U-turns</td>
<td>2</td>
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<tr>
<td>(in June and November 2020)</td>
<td></td>
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<td>Number of days schools opened for all pupils in January 2021</td>
<td>4 Jan</td>
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<td>Number of people applying to Initial Teacher Training in 2020-21</td>
<td>23%</td>
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<td>on 2019-20 (33,799)</td>
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<td>23%</td>
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<tr>
<td>Amount they will receive</td>
<td>23%</td>
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Number of pupils currently affected by the pandemic in **Scotland**: 702,197
Number of教学 staff currently affected by the pandemic in **Scotland**: 53,400

Number of pupils affected by the pandemic in **Wales**: 469,176
Number of teaching staff affected by the pandemic in **Wales**: 26,882

Number of pupils staff affected by the pandemic in **Northern Ireland**: 352,331
Number of teaching staff affected by pandemic in **Northern Ireland**: 19,904

Number of days between centre-assessed grades being awarded and being ditched in 2020:

Number of laptops and tablets the DfE says it has delivered to schools (data retrieved 16 March):

Number of nations that shut schools at some point across the world:

Percentage of headteachers surveyed by Tes who said the laptops did not work as required:

Amount of additional spend that Covid cost schools in summer term 2020:

Amount of additional spend not covered by government funding schemes:

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Highest number of pupils who have suffered disrupted education globally:
We all had to keep calm and carry on through lockdown

While many people involved with schools stayed at home as the pandemic raged, those students and staff who remained in schools had to overcome their anxieties and adjust to new ways of working. But a positive attitude helped to see everyone through the difficult times, finds Zofia Niemtus

When the children came in, almost without exception, they were really subdued,” says Jennifer Knussen, head of Pitteuchar East Primary School in Fife. She is thinking back to the first national lockdown, in March 2020, when a handful of children came into school without their peers for the first time. “They came in really anxious, clutching their packed lunches or their school bags,” Knussen recalls.

Their anxiety was understandable. While much of the country, and much of the world, stayed at home on government orders, these young people were still going into school because their parents were critical workers or because they were classed as “vulnerable”.

Despite all the talk of schools being “closed”, these pupils knew better: schools were very much open and were having to find a whole new way of operating.

In Pitteuchar, as in many other schools, the numbers of pupils attending were small for that initial provision: around 20 out of a school population of almost 400.

The low numbers meant they could be placed into small groups of between five and nine, Knussen explains, giving them a sense of safety and familiarity within the semi-deserted building.

The small groups also allowed those staff who were working in school – many of whom were teaching support assistants who had asked to be on the rota as they weren’t able to work from home – to make time to talk to the children about everything they were feeling.

“As a school, we’re fairly clued up on behaviour and relational approaches,” Knussen says. “And we had spoken about that as a team. We were expecting that there would be a high level of anxiety, not just about coming into school but for children whose parents work in the NHS, for example, who were worried about what might happen to them.

“So we had lots of discussions with students about naming those feelings, getting them out in the open and letting them know that it was OK to be anxious about this.”

Upbeat vibe

Staff also agreed in advance on the importance of ensuring a sense of positivity for the pupils during the experience.

“We’d discussed as a team that, no matter how we were feeling, we had to show the children that we were absolutely delighted to see them,” Knussen says.

The results of this approach were swift, she recalls, with pupils looking calmer “within half an hour” of arriving.

“You could see their little shoulders drop,” she says. “It was lovely. The response of the adults really made that happen.”

It was a similar picture 300 miles to the south, in Derby, at The Bemrose School, a secondary located right next to the city’s main hospital.

However, Natalie Campbell, the school’s learning director for modern foreign languages, says that there was a marked shift between the first school shutdown, in March 2020, and the second, in January 2021.

“In the first lockdown, those children were frightened,” she says. “We were there to reassure them, we were there to smile and to buoy them. We had around 40 coming in. They didn’t really know one another and they weren’t particularly friendly; they were there because their parents had to carry on working, doing deliveries, in hospitals and so on.”
But the second time around, she continues, the atmosphere was very different. "It was very 'here we go again – we all know what we’re doing, we all know how to behave, let’s get on’. And, this time, the children had the friendships that they had built up during the first lockdown."

Something else was different the second time, too. In January, the number of young people attending The Bemrose School increased to about 70. This mirrored the national picture of steadily increasing numbers in schools.

While this meant that some of the intimacy of the first lockdown was gone, it gave the students who had been there before a chance to come into their own, Campbell says. "They were jollying the new ones along, saying, 'Come on, this is what we do.' You could see them growing as leaders, actually, the ones that had got that confidence from the first time around. That support and care was really there for them in the first lockdown and we saw a lot more resilience in the second, taking the new ones under their wing, especially the Year 7s."

To make the readjustment process easier for students, staff tried to maintain a sense of consistency across their key-worker and remote provision. As with many schools, the students attending Bemrose followed the same timetable as their peers learning from home, attending the same online live lessons and completing the same assignments, with a supervising member of staff, which worked "really well", Campbell says.

And just as their classmates got to enjoy going for walks or getting more involved in cooking or crafting at home, the at-school cohort was given time for non-academic adventures – learning how to make masks in the first lockdown, for example, and building snowmen in the gardens when the temperature dropped in February.

These lighter moments were important for staff, too, as was encouraging a sense that they were all pulling together throughout the year, Campbell says. That involved staff checking in on those living alone and working together to collect large donations for the local food bank.

"We definitely have a sense of camaraderie, not just within the department but all colleagues; that’s been a massive thing," Campbell explains.

**All in this together**

Simon Lomax, executive principal of the Midland Academies Trust, in Nuneaton, agrees that unity has been important – and adds that the staff coming into school throughout lockdown have needed support as much as the students have.

His school increased the frequency of staff surveys during the shutdown to ensure that the leadership understood how its workforce was feeling, and to check in about what support staff might need.

"They were feeling the pandemic, like everyone in the country, and everybody was obviously worried about each other’s health, and partners and families," says Lomax.

But, he adds, despite their own personal challenges, staff at his school have been "absolutely fantastic", rallying together to make the experience of attending school in lockdown "as close to normal as it could be".

And, despite the initial feeling for students that it was "a bit odd" to be in school, there were some clear benefits.

"They enjoyed seeing friends because, I think, for the vast majority of students who are at home, that’s what they were missing," he says.

Ultimately, the experience of being part of key worker provision has been positive for many students, Lomax says. But this would not have been possible without the dedication of staff.

Contrary to the narrative that schools have been closed, he has watched his team both in school and at home working hard throughout the pandemic.

"They have been tremendous," he says. "Staff on site and at home have gone above and beyond the whole way through this."

Zofia Niemtus is interim deputy commissioning editor at Tes
Remote teaching: its highs, lows and the legacy it leaves

During the first lockdown, teachers had to pull remote learning solutions out of a hat, says Mark Enser. But, while it’s clear that no amount of digital wizardry can replicate the magic of the classroom, tools such as Zoom have transformed the way we think about pedagogy for good.

I had a head start on remote learning. In early spring 2020, I was having to self-isolate after developing a cough and a high temperature. With no testing facilities, there was nothing to do but stay away from school and set work remotely. In a way, this was a blessing; it meant I had a chance to get to grips with a pattern of working that was going to become the norm for tens of thousands of teachers over the coming months.

As it turned out, I really needed that head start. When the order to move to remote teaching came, it was abrupt. School leaders and teachers had just days to set up ways of educating the children of critical workers and vulnerable children in school while teaching everyone else from afar.

So began our remote teaching odyssey. The profession has come a long way since those early days. But just how has remote pedagogy evolved over the past year? And what has the experience taught us about effective teaching and learning overall?

**Stage 1: finding what worked**

Back in March 2020, the first big physical barrier for many teachers to overcome was a lack of technology in some children’s homes. Without access to enough devices for each child to work on, how would they access the materials they needed?

A divide began to open up between the technology haves and have-nots. But there was a big pedagogical issue, too. So much of what we know about creating an environment for learning relies on there being a teacher in a room in front of a class of children. We don’t hand pupils their tasks for the day and retreat to our desks; we instruct, we ask questions and enter into dialogue, we give feedback, we adjust the lesson as it progresses based on what we have observed. This is the magic of the classroom that we so desperately needed to replicate remotely.

Some schools – largely private ones, with very wealthy intakes where technology was proving less of a barrier – moved quickly to live online lessons and it wasn’t long before debates raged about why more state schools weren’t following suit.

There was an assumption, usually coming from those outside of schools, that these live lessons must best replicate the teaching that worked so well in the classroom, but it soon became apparent that it was a poor proxy at best. Questioning is stilted and opportunities for immediate feedback are limited.

The Education Endowment Foundation’s report into remote learning concluded that there was no difference between live and pre-recorded lessons.

By the end of the first lockdown, schools were finding their way to whatever form of remote learning was going to work best for their contexts. But, by the summer, the headlines told alarming stories of the numbers of pupils who were completing no work at all at home. It was this message that was to shape pedagogical decisions on remote learning when we had to do it all again the second time around.

**Stage 2: between lockdowns**

Officially, schools were fully open between September (August in Scotland) and December 2020. And yet remote learning didn’t go away. With individual pupils or entire class or year group bubbles isolating, teachers were having to juggle setting work for those at home and teaching those in...
class, following government edicts that this provision should be the same.

Some tried beaming classroom lessons online to those not able to attend, while others continued to use Oak National Academy lessons, and still others sent home physical work when the government’s much-discussed laptops failed to materialise. Once again, pedagogical decisions about how to teach were being constrained by physical barriers. At home, it still came down to whether people had access to the right technology. In the classroom, there were limitations imposed on teachers moving around and concerns about whether they could, or should, take in and look at work.

It was here that we could really see the importance of those aspects of teaching that often go unnoticed: walking around a room, pausing to glance at a pupil’s book before stopping the class when misconceptions are picked up on. It suddenly felt like we were flying blind.

Stage 3: remote learning 2.0
The return to remote learning at the start of 2021 happened in a flurry of confusion. Before the Christmas break, local councils had been threatened with legal action for suggesting that schools close to combat soaring infection levels, and over what should have been a much-needed holiday, teachers and school leaders were preparing to implement a programme of mass testing.

Then, one day into the new term, the government announced a return to remote
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learning. Once again, teachers stepped up. Once again, we had to make quick decisions as we scrambled to follow the U-turns.

This time, however, it seemed that something had changed. Not only were there more pupils than before in school but the expectations around remote learning had also shifted.

There was now a greater expectation that children, at least in secondaries, would spend as much time learning as they would have done in school, and that schools would monitor and address engagement. Those headlines from the summer were coming back to hit us, hard.

For too many teachers, the past few months have not been about remote learning but remote engagement. There have been pressures to increase the number of live lessons offered, not because they will lead to any more learning but because it shows that pupils are engaged.

Teachers have spent most of their days monitoring this engagement, logging a lack of engagement and, in many cases, having to make dozens of phone calls a day home to chase up this lack of engagement. This is on top of delivering five hours of live lessons, attending meetings and completing continuing professional development on how to do all of this.

Making pedagogy about engagement is a hugely flawed approach. We know in the classroom that pupils turning up and being engaged, even participating, doesn't necessarily lead to better learning. It is what you are engaged with or participating in that counts.

Pupils may have been better served by watching a short instructional video and then working independently for the rest of the lesson. Live sessions might have been better used to give feedback on their work and to suggest areas for improvement, with the chance to ask questions to clarify and check understanding. Teacher time might have been better used creating diagnostic questions and assessing answers to see where gaps were.

But this wouldn’t look as good to those who stand outside the virtual classroom and peer in. The important thing in this lockdown was that everyone looked busy.

**Stage 4: lessons from lockdown**

Looking back over the past year, much of what we have learned is highly context dependent. I really hope we don’t find ourselves in the midst of another global pandemic any time soon. But there are a few lessons I have taken from this period of remote teaching.

There is a magic that comes from putting a knowledgeable teacher in a room full of children. This magic can’t be replicated remotely. This has left me feeling cynical about calls for radical transformations of how we work and for alternatives to traditional classrooms.

I don’t think I’ll ever underestimate the power of feedback again. Not being able to see pupils’ work as they are completing it and immediately respond to it has felt like teaching while blindfolded.

This year would have been a lot easier if people had listened to teachers. Over concerns about exams, whether a "recovery curriculum" was going to be necessary, the problems with mass testing, whether live lessons were better than pre-recorded ones... it was shown time and time again that teachers and school leaders knew what they were doing.

Despite all the panic following the first lockdown all those months ago, in my experience, the vast majority of children came back to school unscarred, resilient and ready to learn.

**Technology is not revolutionary**

Over the 17 years I have been teaching, there has been a constant nattering narrative that technology is going to transform the profession. The past 12 months have shown that, while access to various bits of technology is useful, its utility is primarily in letting us teach how we would otherwise have taught.

This past year has been the toughest I have ever experienced, and I am fortunate enough to work in an amazing school and in an incredible community in which we were trusted to get on and do the best we could.

Perhaps that is the biggest lesson to take out of this pandemic: trust. If we trust each other – teachers, pupils, schools, communities – we can get through anything.

Mark Enser is head of geography and research lead at Heathfield Community College. His latest book, *Powerful Geography: curriculum with purpose in practice*, is out now. He tweets @EnserMark
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For the past year, there has been no ‘off’ switch

The pandemic has taken its toll on school leaders, who have frequently been left to fill in the yawning gaps left by a government they no longer trust, says Vic Goddard

Leading a school through a pandemic is hard. What’s been missing for me is the routine. It’s been so disjointed and I’ve never found the “off” button. I’ve felt obliged – from the moment I wake up to the moment I close my eyes – to stay on top of stuff, to read things, to check emails, to respond, because I’m worried and I’m anxious.

I know that I’m trusted by my community; I’m not struggling to take staff with me because they’re with me already. But it’s been the size of the responsibility and also the relentless nature of it that’s been hard to handle.

Then there’s been the government. When you’re in a relationship in which trust is broken, it’s tiring. And that’s where we are with the government now. We’re in a relationship in which trust is damaged and it’s not one way: they don’t trust us and we definitely don’t trust them. That means that we’re always on edge.

I constantly worry that I’m not on top of it. I constantly feel that I could be letting somebody down. In the past, if you let somebody down as a school leader, it might mean that they had to work a bit longer or something wasn’t as convenient. But now, when you’re letting somebody down, you’re putting their family at risk.

I’m a PE teacher – I’m not a medical professional, I’m not a scientist, I’m not a health and safety expert. But all of a sudden, I’m making health and safety decisions that need to be right. They can’t just be sort-of right, because people are trusting you with their lives. And that feels really different. It’s been that way for a year now.

We announced that we were closing 24 hours before the government announced the first lockdown but, since the moment they did, we’ve never been ahead of the curve. We’ve always been behind it, always chasing information, always chasing clarity.

Our staff trust me and my co-principal because we’ve always been honest. But that puts even more pressure on us to get it right because that trust will go very quickly the moment they see us not putting their point of view across, and not speaking up for them and not considering the impact on their families.

All we could do was to over-communicate, and say, “OK, this is what we’re doing, this is why we’re doing it, this is the rationale”. I’ve thrown so much information out to the community to show them the thinking behind why we’ve done something; I feel that’s been missing from national leadership, so have overcompensated locally. I think lots of schools have done that.

I’ve accepted the fact that I’ve not made anybody happy over the past 12 months. Whatever decision I had to take, somebody was going to disagree. And it has been traumatic.

I’ve never had more conversations with people of my age – headteachers in their fifties – saying that they wanted to start working their way out of this. I’ve had pension conversations; for the first time ever, I’ve thought about how I could work part time. And that’s not because any of us are falling out of love with the job, it’s just that you look around and realise that the pressure isn’t going away. Now it’s “you’ve got to catch them up”, but we can’t make 12 months up just like that.

It’s going to take its toll at some point. We just want to be able to do our jobs without worrying about what we haven’t been told. But it’s a relief now to be back in school because that’s the best bit of the job again; I’m not just left with the crap bits.

Vic Goddard is co-principal of Passmores Academy in Harlow, Essex
Is it helpful to talk about ‘lost learning’?

Politicians say students need to catch up on ‘lost learning’ after months of disruption to schools. 

Tes asks six educationalists whether it is a useful expression to sum up the impact of the Covid-19 pandemic on education.

The EEF chief

Professor Becky Francis, chief executive of the Education Endowment Foundation:

“Learning” refers to a lasting change in pupils’ capabilities or understanding. It is the development of a broad range of knowledge and skills, from the academic to the socioemotional and physical. The term “lost learning” represents our collective understanding that students’ progress in subjects across the curriculum is likely to be less than would be expected in a year without the disruption of the Covid-19 pandemic.

But it is important to be careful around the language we use here. Pupils are resilient, so we should be wary of heightening anxieties and inadvertently placing limits on their (and our) expectations of what they can achieve.

Children’s experiences have not been uniform; while many have struggled during this period, there are those who have thrived. However, we cannot ignore the fact that there are pupils who will need additional support in the coming years, many of whom come from disadvantaged backgrounds.

Using a common term that clearly signposts that this is an issue deserving of both our concern and a proportional response can be helpful, but we must be wary of stereotypes and labels.
‘Lost learning’ is purely a curriculum argument. Assuming that we must get through a curriculum (my least favourite term in education) by a certain time, any loss to that time means one of two things: either we crunch more into less time (impossible) or we ditch that which we’ve missed. Here, lost learning means students missed a large chunk of information that we can’t conceivably find time to bring back in, so it’s lost to the ether. Whether or not this is meaningful depends entirely on your viewpoint of the curriculum.

Learning is not a moment or event – it is a process that stretches from surface recognition through deep levels, into a neverending cycle of transfer. In this sense, one can never lose learning. The most one could lose is an opportunity to extend learning, but even that’s a bit of a lie, seeing as literally everything we do contributes to our learning trajectory, whether that’s reading a book or not reading a book – it all counts.

The assessment expert

Dylan Wiliam, emeritus professor of educational assessment at University College London:

I think there are two kinds of “learning loss” and the distinction is important, because they require different solutions.

The first is the things that students used to know, before the schools closed, and they now appear to have forgotten. The important point to note is that this may be more apparent than real. If you test students on the first day back, then they will appear to have forgotten a lot, but this is only because retrieval strength is low. Storage strength – how well something is embedded in memory – never goes down, and therefore a quick review will get students back to where they were.

The second is the learning opportunities that students have missed as a result of school closures. There are basically only three ways to address this aspect. The first is to improve the quality of teaching, through better curriculum and greater use of classroom formative assessment. The second is to systematically assign the best teachers to teach the lowest-achieving and most vulnerable students, and the third is to extend the amount of time students are studying: longer school days, longer school weeks and longer school years.
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Christian Pountain, head of RE and director of spirituality at St Christopher’s CE High School in Lancashire:

“Lost learning” is a horrible phrase. Of course, we know what the politicians mean, but perhaps “lost content” would be a better phrase, and the discussion could be reframed around that. Learning cannot be “lost”, as though pupils have somehow left it somewhere and can’t remember where they put it.

In fact, arguably, the pandemic has created some of the best learning opportunities in living memory: certainly, the much-talked-about capacity it has provided for us all to slow down and notice things. The birds have always been there, but so many pupils have talked about noticing them singing for the first time during the various lockdowns.

Another word I’ve heard a lot recently is “pivot”. Covid-19 has taught us how to do this effectively: to become agile and responsive to situations as they arise. To tap into the human spirit and find a way to become an overcomer.

Some call this resilience. Whatever it is, I am sure it is good for us, and we all, including our pupils, will emerge at the other side of this leaner, stronger and better equipped for what life throws at us. If this isn’t learning, I don’t know what is.

Divya Jindal-Snape, professor of education, inclusion and life transitions at the University of Dundee:

We learn all the time and we definitely don’t stop learning because we aren’t in a school or university. We learn from all our experiences, sometimes consciously and sometimes unconsciously. Children are curious and have a huge potential for learning from their natural environment; school is one of those environments, but there are other environments that are important, too. Life is an observatory where we learn continuously.

So, if we use terms like “lost learning”, I believe we are doing a disservice to young people, families and teachers.

Firstly, because the pandemic provided opportunities to learn about a lot of different aspects of life, whether it was to do with science, geography, health, politics or the importance of relationships and our responsibility to help others.

Secondly, teachers and families have worked together to ensure homeschooling is effective. Of course, this might not have happened for every child and schools might be the safest environment for some, which brings me to what I believe schools should prioritise going forward.

The priority should be to support children’s and young people’s, teachers’ and families’ wellbeing. Even if we can control the virus and pandemic, the psychological and emotional impacts will last for a long period, including those related to mass bereavements, change in family dynamics and lack of opportunities to socialise and play.
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The pandemic has opened our eyes to SEND possibilities

While many children with additional needs have found the past year challenging, for some, the flexibility of remote learning has proved beneficial and should not simply be ditched when we get back to ‘normal’, says Heba Al-Jayoosi.

The pandemic has been hard for everyone but, for many pupils with special educational needs and disability (SEND), and their families, the past year has been particularly challenging. Many of these families already felt marginalised and the sudden shift to remote learning exacerbated difficulties for some.

But there were also pupils with SEND who adapted really well to the change, with schools demonstrating creativity and flexibility in meeting their unique needs.

So, what has the past year taught us about effective SEND education? And how could this help us to change provision for good?

Working collaboratively with families has always been crucial and the pandemic has highlighted just how important school-home collaboration is. In trying to plan any kind of provision for pupils with SEND during lockdown, schools needed to know each individual's strengths and challenges, as well as the context of their family.

This meant answering countless questions: is school or home more conducive to learning? What about the wellbeing of the child? What can the child do independently? How can we use the parent/carer strengths? What resources are needed?

These are questions that continue to matter at all times, not just in the midst of a pandemic. And the solutions that schools devised during lockdown show how we can use such questions to tailor our support.

Some children had home programmes that their families were able to help deliver and many schools were able to lend resources, including gym equipment.

Interventions such as reading recovery, speech and language or occupational therapy are an essential part of provision for many, and teletherapy offered a successful way of delivering some of these remotely.

Those who may have struggled with sensory overload in a regular class enjoyed learning from the comfort of home. The ability to take part in class discussions using the chat function helped many to make extended contributions (much more so than they may have made in class).

Many teachers also planned specific online times for social connection, and the clear rules and codes of conduct were reassuring for some SEND students, particularly in comparison with a busy playground.

Asynchronous online teaching also brought benefits, enabling students to repeat lessons as needed, as well as working to flexible deadlines, giving them more control of their day.

While it might not be easy to replicate all of these benefits in the future, it certainly shows what can be achieved if we take a more flexible approach. Perhaps, for instance, a blended model combining in- and out-of-school learning will really become a feasible option for some pupils.

The pandemic has forced us to rethink how we do things for pupils with SEND – and has given us fresh insight into what matters most for these pupils and their families. We’ve seen benefits and disadvantages, but there can be no denying that it has opened our eyes to what is possible.

I hope that the biggest takeaway from this past year is that we can be more flexible than we used to be. As much as we all want things to return to normal, I’m hopeful that “normal” can become something better than it was before.

Heba Al-Jayoosi is assistant head (inclusion) at Mayflower Primary School in London.
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‘Catch-up’ is not in our vocabulary

Children in alternative provision, who may already have missed some schooling, do not need to be told that they have lost another year because of the coronavirus, says Leanne Forde-Nassey

What has it been like working in alternative provision this year? The short answer is that it has been really, really busy. As a leader, it’s been horrible to have to stand up and say “I don’t know what I’m doing here”. But none of us has known what we were doing.

Schools like ours can be quite isolated. We’re very lucky that we’ve got really good relationships with our partner secondary schools, but I think if you work in alternative provision, and you aren’t outward facing, you don’t have colleagues to talk to about the decisions that you’re making.

Over the past year, everyone has become more open to sharing what they’re doing; there’s no competition in leadership about who’s the best at managing Covid. Everyone wants to get it right. Nobody wants better results than other schools, like they sometimes do with exam results.

Remote learning has been a mixed bag. We had some children who completed more work independently than they ever did when they were in school. But there were some children to whom we delivered devices, and to whom we gave support online and over the phone, who still would not engage.

We were lucky that we were in a position to say, “if they aren’t working online, why don’t we try to get them in school?” Because we’ve got a small number of children, we were able to be really individualised in our approaches.

We’re an attachment and trauma-informed practice school so, in terms of teaching the children skills of self-regulation – and building their brains to further develop executive function and metacognition – that’s all part of who we are as a school anyway.

We haven’t done anything extra, we’ve just made sure that we’ve aligned our assemblies and our tutor times with stuff that’s useful for the world they’re living in now.

We’re not saying the word “catch-up”. A lot of our children feel that they have deficit areas already or that they’ve ruined their schooling. If you’ve already missed Year 10 because you had severe anxiety or you were in hospital with an eating disorder, you don’t need to be told that it’s worse now and you’ve lost a year. We don’t want to further perpetuate that media narrative that will have a detrimental impact on how our children see themselves and what they see their future looking like now.

I’m glad that we are starting to return to what used to be “normal”, but I’m still really concerned about all of the socialisation work that we do with children and everything we do from a relational approach. They’ve had no practice at that. That’s the bit that I’m worried about.

And I’m worried about the students who struggled with attendance anyway. We’ve spent so much time setting up remote learning and then, suddenly, it just isn’t there as an option anymore. What about the kids that it worked really well for? Was this not the opportunity to rethink how we assess learning? Was it not the opportunity to rethink how people access it?

It seems likely that the return to “normality” is going to be a missed opportunity.
Covid closures: one year on

‘My brain feels like a browser with 100 tabs open’

How have those who work in education coped during the Covid pandemic? Researchers Kathryn Asbury and Lisa Kim recorded teachers’ experiences over the past year, including how staff dealt with the huge workload and what they thought of the constantly changing edicts from policymakers.

When schools closed to most pupils last year, many people reasonably expressed concerns about how this would affect young people. But researchers at the University of York were concerned about something else: how the seismic change in circumstances wreaked by Covid-19 would affect teachers and the teaching profession as a whole.

So, they began working on a project titled Being A Teacher in England During the Covid-19 Pandemic, funded by the Economic and Social Research Council. They recruited 24 teachers who, in spite of everything else that was going on for them at that time, agreed to be interviewed at regular intervals about the effects of the pandemic.

The group includes senior leaders and classroom teachers from mainstream state primary and secondary schools, across a variety of school sizes and catchment areas.

To date, researchers Kathryn Asbury and Lisa E Kim have conducted 116 interviews with these teachers – speaking to them in April, June, July and November 2020, and February 2021 – offering an in-depth look at how the profession has and continues to cope through a time like no other in living history.

Tes caught up with them about what their research has revealed so far.

Tes: How have teachers coped with the pandemic in general?
Kathryn Asbury and Lisa Kim: The bottom line is that it has been hard. Our data suggests that, overall, teacher mental health and wellbeing has declined. However, the pattern is not a steady decline. As one secondary school classroom teacher told us: “It’s been a roller coaster. It’s been up and down, all over the place.”

How did your interviewees respond to the initial announcement of lockdown?
Last March, as the scale of the issue started to become clear, uncertainty was the dominant theme. One participant said: “It felt a bit like...you’re shown the diagram of how the parachute works and then you’re pushed out of the plane.”

Another told us: “Within a 24-hour period, we were trying to cope with the fact that we were going into lockdown; the fact that schools were shutting but not really knowing what that meant; not knowing what hours that meant – we were working and trying to get our heads around what work we could deliver.”

This initial shock had an instant effect on teachers’ mental health and wellbeing, as they navigated unfamiliar territory under substantial pressure.

A pretty negative picture, then. Were there any upsides at all?
Some teachers did point to positives of the situation. Senior leaders described an initial sense of pride and pleasure in being able to rise to a new challenge. Classroom teachers reflected on having more time, flexibility and autonomy.

Although many were anxious about their pupils’ wellbeing and about new ways of working, many recognised the benefits of this change of pace for their own mental health.

Some of these benefits were still present when we interviewed teachers for the second time, in June 2020, just after schools opened to early years foundation stage pupils and Years 1, 6, 10 and 12. Teachers had missed their pupils, and each other, and when we spoke to them for a third time in July, they were still clearly enjoying the social interaction that the return to school had enabled.

There were signs that this social support was acting as a buffer against increasing job
demands, with the upcoming summer holiday no doubt also providing a boost.

So, how were different groups affected, exactly? And why was this?
Members of the senior leadership team (SLT) in primary schools, including headteachers, appeared to have been more negatively affected than other groups between April and July. The least negatively affected group was secondary school SLT members.

We don’t know the precise reason for this – and it could reflect idiosyncrasies in our sample – but our hypothesis is that this might relate to social support. Senior leaders in secondary schools are typically members of a relatively large team, providing support to each other and sharing the burden. By contrast, primary leaders are usually members of a very small team and are more isolated.

One told us: “There are times when you go: ‘I just can’t do this’. It’s just another thing on top of another thing. You just think: ‘what next?’”

How has the mental health picture changed as the pandemic has progressed?
By November, everybody was flagging and a large proportion of our sample described a dip in mental health and wellbeing.

One teacher said: “My brain feels like a browser with 100 tabs open.”

Another told us: “I crawled towards half term. We’re exhausted.”

It was clear that November was a low ebb and that this was, in part, driven by workload.

By now, most of the teachers in our study had got to grips with remote learning and had developed new skills to enable it. But with pupils back in the classroom, they were expected to teach in the traditional manner, with the additional demands of managing elaborate hygiene and safety routines while also providing remote learning for those pupils at home.

With bubbles constantly bursting, it was hard to ensure that all pupils were at the same stage, making classroom teaching more challenging and planning extremely difficult. One participant said: “There are times when I felt, and feel, that I’ve had enough. I don’t want to do this anymore.”

At the same time, teachers were also feeling undervalued and even vilified. As one put it: “You’ve got the issue that people think you’re at home on full pay doing nothing, which is not great for your mental health.”

What did your interviewees have to say about the government’s handling of the situation?
When we first interviewed these teachers in April 2020, some were sympathetic to politicians, empathising with the challenges inherent to responding to a crisis. However, by November, it was clear that they felt disrespected as a profession, and that their mental health and wellbeing was negatively affected by feeling that they were operating at the will of fickle and capricious politicians. They felt that leadership of the education sector was chaotic and ill informed, with little or no compassion or care for teachers.

Do your most recent interviews tell us anything about how to improve teachers’ wellbeing, a year into the pandemic?
We interviewed the group for a fifth time in February and, while we have not yet analysed the data, our impression is that, overall, mental health and wellbeing has improved somewhat. This is partly because, since Christmas, most teachers have not been required to teach in multiple ways at the same time.

That said, their views on finding out via the news and at the 11th hour – once again – that school buildings would close to most pupils in January were, shall we say, impassioned.

The teachers in our study, like many others in this profession, are planners. By consulting with them ahead of major decisions, the government can support their need for planning and, by extension, their mental health and wellbeing.

Kathryn Asbury and Lisa E Kim are researchers from the department of education at the University of York. For more information on the project, please visit lisaekim.com/#projects
Is this the chance for us to...

The cancellation of GCSE and A-level exams during the coronavirus pandemic was controversial, but it has also led many educators to question whether such exams are an outdated form of assessment. Two academy trust leaders go head to head on whether we should ditch end-of-year exams once and for all.

‘Exams level the playing field’

Good assessment aims to provide a balanced and fair evaluation of every student. In my eyes, there is no fairer way to test the knowledge and ability of students and to reward their efforts over time than through exams.

Exams level the playing field for everybody and give students the platform to show what they can and cannot do. It’s the same questions – on the same day, under the same conditions – for everybody.

So, I never imagined that I would agree to there being no exams in an academic year, but it would be unrealistic and unfair to force exams to go ahead in 2021.

There are no easy decisions here. We completely understand why the government has taken the path it has to ensure children who have missed so much face-to-face education get a fairer deal. We’re not in a normal year, so we welcome the news that students will be awarded grades based on the judgement of their teachers.

But we must see a return to exams next year if external factors allow.

Exams are the most equitable way to assess a student’s academic performance. They are marked externally and put everybody into the same basket. No other methodology is as fair.

Our students have told us that they prefer exams, as they want to show what they are capable of through their own hard work. Children like to have something to work towards and they want to be in control of their own destinies. They also feel that if their grades are based on somebody’s opinion, the process could be too subjective.

“What if my teacher has been away for a long time because of Covid?” one student asked me recently. “How will the teacher make a decision on my grades if they don’t know me properly?”

Fortunately, as a large trust, we can do lots of moderation and use a consistent approach to awarding grades across all our academies.

This is an understandable workaround for the current year. But it can’t be the answer long term. Exams enable us to accurately test a student’s breadth of understanding of different topics.

There is also evidence that both studying for and sitting exams deepens learning and wider cognitive skills, as the process of retrieving information strengthens memory.

So, we know that learning is particularly strong when students are tested. Rather than our students passively reading and remembering, we want them to question and be questioned. Strengths and weaknesses can also be assessed through exams, and teachers can better understand where more attention in class may be needed.

So again, we strongly believe that students should sit them next year if conditions allow. Until then, we plan to do everything we can to give our students the best possible opportunities to progress on to the next stage of their careers.

Jane Millward is chief executive of E-ACT
get rid of exams for good?

As CEOs of a multi-academy trust, we believe the pandemic has made it glaringly obvious that exams are not the fairest way to assess the performance of all students. They inhibit social mobility and they are no longer an appropriate means of assessment in the 21st century.

Exams work well for those who are good at revising and remembering, but this is not a skill set shared by all students. Rote learning is not even particularly prized in our modern workplace or society.

What’s more, revising and remembering can be enhanced by private tutoring, and so a focus on these skills further disadvantages young people without access to private tuition.

The Covid-19 pandemic has shown that our education system is not prepared for assessment without exams. But that is not an argument to maintain the current system. Instead, we need fundamental reform of the system, including high-stakes standardised tests, so that young people are better equipped to thrive in the world beyond education.

The big issue facing schools, now students are back and things are fully operational, is not how to “catch up” students but that education as we remember it will not be fit for purpose for our young people. Welcoming them back to the classrooms of old simply will not do.

Restricting their capacity to explore ideas and applying their new-found creativity to the confines of the traditional classroom seems anathema. Restricting their learning to acquiring the knowledge set out in a national curriculum designed in the 1980s seems, frankly, absurd. The pandemic has provided a once-in-a-generation opportunity to reset the education system.

What has become evident to parents over the course of the pandemic is the value of school. By this we mean the value of the principle of school, not the content of school. Mass home education has somewhat dampened the attitude that “the education system was good enough for me, so it is good enough for my children”.

Let’s start a conversation about how to equip “generation creative” with the infrastructures and learning opportunities that they actually need to capitalise on their unique experiences of education to date.

Let’s infuse and embed the curriculum with opportunities to work alongside real employers who are desperate to have meaningful engagement with young people.

The ideal replacement for exams already exists in academia. Anyone studying for a PhD has to present evidence of their work and then experience a detailed viva or interview.

Students at the end of Year 13 could present a portfolio of work, either across a range of subjects or related to a particular area such as medicine, showing their research, their understanding and their application of knowledge. Such an interview, presented to a mixed group of educationalists and business/industry leaders, would test the validity of a student’s work and also allow them to demonstrate many of the “future skills” required in today’s workplaces.

The world today needs active problem solvers. Schools need to model this by rethinking and redesigning education.

Steve and Paula Kenning are co-founders and trustees of Aspirations Academies Trust

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In the early years, there is a danger that focusing too hard on catching up will put pressure on parents and undermine the family environment, warns Julian Grenier.

One year on from the first national lockdown, there is a great deal of talk about “catching up” in the early years. This comes from a place of concern about the needs of our youngest children; you have to spend only a few minutes in the company of a small child to know how much they crave social interaction and play.

As the nursery school pioneer Margaret McMillan once said, young children “feel life in every limb”. They need space, movement, exciting things to do, and adults to chat with and address their “why” questions towards.

But just how badly affected by the pandemic are our youngest pupils? How worried should we really be?

Many families with young children have found lockdown very hard to deal with. In some families, older children have needed lots of help with home learning, leaving carers with less attention to spare for babies and toddlers. Some young children have now become nervous about mixing with others.

As the number of children in our setting has increased, we’ve welcomed back many who have put on weight and are less mobile. Others have found it hard to rekindle friendships; they struggle to cope with the negotiations that are part of pretend play with others.

On the other hand, many children have bounced back and got stuck into nursery life with their usual relish.

This all tells us something important, which may be obvious: young children have lived through the pandemic in very different ways. It is important not to generalise.

We need to observe carefully and have fine-grained assessment systems to notice when children are struggling, with learning or social skills. For some children, we will need to act quickly and give them encouragement and intensive help.

We call the birth to age 5 phase the foundation stage for a good reason. It’s about all the foundational experiences, understanding, skills, language and attitudes that children need. We wouldn’t build a house without foundations. Where children have missed out on key aspects of the foundation stage, we need to make sure they have time and space to experience them.

However, in doing that, we mustn’t let a focus on “catching up” contribute to the burdens that this pandemic has already placed on children and families.

High-quality early education and care is about careful assessment, and responding appropriately to each child’s learning, social and emotional needs.

That’s one thing that hasn’t changed, even in the wake of Covid-19.

Julian Grenier is the headteacher of Sheringham Nursery School and Children’s Centre. He co-leads the East London Research School.

‘We call the birth to age 5 phase the foundation stage for a good reason. It’s about all the foundational experiences, understanding, skills, language and attitudes that children need’
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The Covid ‘stay at home’ rule has worked because most people have believed in it – and the same should apply for school behaviour rules, says Jarlath O’Brien

Did Years 11 and 13 just leave school for the last time?”

On the day the first lockdown took effect, I remember turning to a colleague and asking this.

All the staff had gathered on the street outside the main gate to say goodbye to our students, because we didn’t know when we’d see them again. The atmosphere was sombre, but I was sure that almost all of them would be back before the summer term was out.

Boy, was I wrong.

One year on, our profession has proven itself to be agile, creative and responsive, and we should be proud of this. I hope we can maintain this approach in the coming months. I am sure we will with regards to the curriculum, but will we do the same when it comes to rules around behaviour?

As schools were preparing to return earlier this month, I was hoping that no one would come straight out with the “you’d better turn up properly dressed or else” line, but sadly I was naive. I saw examples of schools sending out advice about how to measure students’ feet at home during lockdown to make sure they still had the appropriate footwear once they were allowed back to class, and making it clear that there would be sanctions for uniform infringements.

Are really concerned about the future of a generation being destroyed because they’ve been out of school for so long. I hope schools find a different way of dealing with these issues.

There are lessons we can learn about how we respond to behaviour by looking at compliance with the wider lockdown rules. While some people have been bending, stretching and breaking national lockdown rules, the majority of people are supportive of the restrictions because they see the value in them, both to them personally and to the wider community. This is something we school leaders must take into account when thinking about our approach to behaviour over the coming months.

We are far more likely to secure compliance if we focus on the extrinsic motivation of students wanting to follow rules because they can see that such rules are of value to them. Draconian or petty rules can breed resentment and, given how keenly children can feel injustice, we should seek to avoid this where possible.

I am a big believer in justifying rules to our students. It is simply not enough for me to rely on appealing to the authority of my position. If we can’t or won’t justify our rules to our students, then we have to rely on the most basic of extrinsic motivators – reward and punishment – and it becomes so much harder to secure buy-in.

If this pandemic has taught us anything, it is that things work so much better when we all pull together – that means having sensible rules that students are willing to follow because they can see they are there for both their own and the greater good.

Jarlath O’Brien is the author of Better Behaviour: A Guide for Teachers, the second edition of which has just been published by Corwin Press

“We are far more likely to secure compliance if we focus on the extrinsic motivation of students wanting to follow rules because they can see that such rules are of value to them”
While trainee teachers have been denied precious classroom time in the pandemic, they may have acquired valuable extra skills and insight, trainers tell Grainne Hallahan, as they suggest ways in which schools can offer support to this year’s NQTs.

Every teacher remembers their training year as a challenging time. Whatever your route into teaching, initial teacher training is a journey of growth and exhaustion. Now, add a pandemic into the mix, and you’re really up against it.

This is the reality for today’s trainee teachers: school closures, remote teaching and, for some, personal tragedies have overshadowed their training year. What’s more, they have spent far less time on school sites and in physical classrooms than is usual for a trainee teacher. We might, therefore, assume that this cohort will be less prepared to face the challenges of the classroom. But is that really the case?

Experts who have been working with trainees this year certainly don’t seem to think so. In fact, they believe that qualifying during one of the most challenging times in education’s history may actually have had unexpected advantages.

Samantha Twiselton, director of Sheffield Institute of Education at Sheffield Hallam University, says that, as a result of the pandemic, this cohort may be beginning their careers with a better appreciation of the role of education in society than newly qualified teachers in previous years. When schools had to close to most pupils, she explains, everyone could suddenly see that schools were much more than just places where children went to learn. And when pupils began to return, trainees had a chance to see how much the children valued their time in class.

“Student teachers could see just how pleased the children were to be back,” Twiselton says. “The prominence of relationships and the joy that pupils and teachers get from being in a room together would have been more obvious than ever before.”

This experience may even have given this year’s cohort a stronger sense of the power of teaching than trainees have had in the past, Twiselton continues. “Trainees this year will know that they can transform students’ lives,” she says. “Teachers help to fill the gaps [in society] and are part of the solution.”

Jan Rowe, head of initial teacher education at Liverpool John Moores University, agrees with this. “I think it’s invigorating for a student teacher. Although it’s [been] hard, student teachers have seen schools at their best, and felt part of the change,” she says. However, training in a pandemic has also brought practical benefits, she adds.

For instance, there has been an enormous push to upskill teachers in the use of technology to allow them to deliver remote teaching, and trainees have been a part of that. “[This year’s] student teachers will be uniquely skilled,” says Rowe. “I think these students will have a lot of training in using technology effectively. And these are skills previous years’ students won’t have had.”

There have been some benefits to training in a pandemic, then. But that doesn’t mean we should ignore the unique experiences of this year’s cohort, Rowe continues. “Trainees this year have not had a uniform experience. [For some students] their time has been interrupted by needing to self-isolate, or by bubble closures – the same way all of the teaching profession’s lives have been disrupted by the virus,” she says.

Tiwelston agrees, adding that it is not only school placements, but also university teaching that has been disrupted, and while this doesn’t necessarily put students at a disadvantage, it does need to be taken into account when thinking about how best to support them in their first year of teaching.

So, what support will September’s early-career teachers need? And what can schools do to make sure they provide it, amid everything else that is going on?

1. Give them time
Newly qualified teachers are always given extra PPA time, but those starting their
careers in 2021 might need even more than usual, suggests Julia Hinchliffe, head of Orchard School Bristol. This was exactly what she did for her NQTs who started in 2020.

“We gave our NQTs a significantly reduced timetable this year, with 60 per cent timetables. Also, our RQTs [recently qualified teachers] have experienced a reduced timetable. This has enabled them to develop their practice confidently in an effort to keep them from feeling overwhelmed,” Hinchliffe explains.

The school has used some of the additional time to implement an incremental coaching model to support the development of those teachers, she adds.

“We run high-frequency drop-ins instead of longer NQT observations, which supports pedagogical development in small chunks at high speed,” Hinchliffe says.

As a result, her newly qualified teachers have been going from strength to strength: “When we consider the progress our NQTs and RQTs have made during Covid, it is clear they are a truly impressive group of practitioners,” she says.

2. Make mentoring a priority
Effective mentorship has always been key for early-career teachers, but this year “the role of the mentor will be increasingly important”, suggests Martin Shevill, senior education adviser at National Teacher Accreditation.

The support that mentors offer will also need to be more personalised than usual because of the lack of uniformity in trainees’ experience, he adds. “Schools will need to be mindful of expectations; [early-career teachers] may need more developmental time than in a normal year.”

However, the new Early Career Framework should be a supportive tool here, he points out. “The Early Career Framework is one of the most significant changes to the profession in recent years,” Shevill says. “With its greater emphasis on mentoring and its professional development curriculum, it is coincidentally timely.”

3. Tell them it’s normal to feel underprepared
After such a tumultuous year, this coming September’s early-career teachers may feel unprepared to face the pressures of the classroom and may lack the self-confidence required to manage a class full of students.

“The worry is they will feel they’re not ready,” says Rowe. “Actually, every student says that every year. But they [the incoming September cohort] don’t know that; they feel like they’re in a unique position.”

The answer, she explains, is to make sure that this year’s early-career teachers realise that every teacher who has ever completed their training always finishes feeling as if there is still more to learn. Those feelings are totally expected and normal, and this year is no different.

“I think students are ready,” Rowe says. And perhaps they are – they just don’t know it yet.

Grainne Hallahan is recruitment editor and senior content writer at Tes
Why our colleges will come out of Covid stronger

FE responded to the pandemic in hugely innovative ways – and the giant strides made in terms of the use of technology, flexibility of learning and collaboration between colleges have set the sector up for a brighter future, staff and leaders tell Julia Belgutay

‘We’re creating a truly collaborative sector’

Bryony Evett-Hackfort, director of learning, teaching, technology and skills at Coleg Sir Gâr and Coleg Ceredigion:

The trauma, fear and uncertainty of the collective experience that has shaped every day since March 2020 has left a lasting impact that will shape society for years to come. In order to move forward, we have to embrace a collective recovery; we need to put ourselves back together, and taking time to do that is essential.

Part of that process needs to be recognising the positives.

For me, the legacy of this time is the collective experience and the networks of support and encouragement that have come from that. We can become so isolated in our work, but I have seen and experienced how people in the FE sector are looking to one another to find a way forward.

Through local, regional and social media networks, there has been a brave and open approach to discussing, sharing and troubleshooting. I feel more connected to my immediate peers, colleagues in other colleges and the wider sector than ever before, and I feel that this is just the beginning of creating a truly collaborative sector.

‘We can never again say that students have to be in a classroom’

Kirsty Walker, college lead for equality, diversity and inclusion at a college in the North West of England:

I would hope that the legacy of the pandemic would be increased flexibility for both students and staff.

Over the past year, we have realised that we can deliver remote lessons, vary the methods of assessment and allow students to communicate with us in the ways they feel most comfortable. If we can continue this practice, it will mean increased accessibility to a whole range of staff and students. Dyslexic students and staff can access information via video or voice recording, rather than in a booklet or report; students who struggle with verbal communication can have one-to-ones and tutorials via chat or email; and learners and staff who are ill, pregnant or have family emergencies can still participate in teaching and learning if they wish to.

We can never again say that you absolutely must be at a desk in a classroom 100 per cent of the time in order to access learning, and that will make a world of difference to a lot of people.
It has been widely recognised that the pandemic has had a detrimental impact on mental health and wellbeing. The effects of social distancing, lockdown and the loss of loved ones have taken a toll on staff and students and are likely to leave a lasting scar, but everyone’s experience of the pandemic will be different.

We recognise that supporting wellbeing recovery is a priority. I feel that the most important thing for us to do is ensure that our colleges feel like safe places, that every interaction is positive and meaningful, that we connect with each other and that support and resources are easily accessible. We must all be alert to recognising the signs and indicators that someone may be struggling, in order to be able to reach out and help.

To this end, we cannot underestimate the importance of education.

‘Upskilling is just getting started’

Jonny Kay, head of teaching and learning at a college in the North East:
Over the past year, how and when we enter the classroom has been redefined. It is difficult to see beyond the continued use of Microsoft Teams, Zoom and Google Classroom in some capacity – and this is a positive.

From self-marking quizzes and recorded lessons to audio and video feedback and breakout rooms, the major upskilling of education is (hopefully) just getting started. For leaders (and teachers, too), collaboration and partnerships are easier than ever to facilitate. But more is needed.

Though demand for new skills has been met, for the most part, historic issues remain. To truly have a lasting positive impact – and continue the innovation of teaching, learning and assessment – large-scale investment and training is needed, and will be needed for years to come.
Winstanley College is a large sixth form college specialising in A Levels and Level 3 courses. The college has an excellent reputation for achievement, comprehensive pastoral care and extensive enrichment. Committed and inspirational teachers, with successful experience of curriculum leadership, are invited to apply for the following post

Head of English and Modern Foreign Languages
PERMANENT, FULL TIME.
START DATE: AUGUST 2021
SALARY: £48,780 - £51,454 PER ANNUM

Please feel free to email HR to discuss any aspect of this vacancy to help you decide if this is the job for you.

Please ensure you attach a covering letter and detailed supporting statement, ensuring you address the person specification.

To apply for this role or to download an application pack, visit: winstanley-ac.schoolrecruiter.com/

Closing date for receipt of completed applications is:
21st March at 12 noon
Interview date is to be confirmed.

Winstanley College

Winstanley College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Head of Behavioural Sciences
Salary: Up to £45,521 per annum, depending on experience, plus 6.08% fringe allowance
Start Date: 26 August 2021

The College requires a full-time Head of Behavioural Sciences to oversee the leadership and management of the recently formed, Behavioural Sciences department, within the College. We are looking for an inspiring and dynamic candidate, with a passion for psychology and criminology to join our successful and growing College.

Applications from Teachers in Schools and Sixth Form College sectors are welcome. A full monitoring programme is organised to introduce all new staff to both the form college systems and procedures and to support and encourage professional development. We are looking for an exceptional candidate. We expect high performance from all our staff and are looking for an impressive CV/Portfolio to inspire College students. Candidates should demonstrate their ability and suitability to both the role and the culture of the College.

To apply click ‘Apply now’ on tes.com/jobs

For further information or to return a completed Application Form, please contact: Kirsty Crook, Personnel Officer, email: kcr@woking.ac.uk

Closing Date: 9am, Tuesday 23 March 2021
Interviews: to be held w/c 29 March 2021

Winstanley College

Winstanley College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Head of Economics
Full Time, Permanent
Salary: GBP £43,603 - £46,513 per year
Start date: 1 September 2021

The College is seeking to appoint a dynamic, enthusiastic and hardworking Head of Department to lead and manage the Economics Department. The successful applicant will be required to teach A Level Economics.

The post is available from 1 September 2021 on permanent, full-time basis. The full-time teaching contact time at Reigate College is 22.75 hours per week. Heads of Department receive two periods of remission (2 x 65 minutes) for their responsibility. New Heads of Department receive an additional two periods of remission during their first year as part of the College’s induction programme to provide them with extra support in their role.

Full details and an application form can be downloaded from our website (www.reigate.ac.uk/job-vacancies). Applicants are asked to complete and return the application form to the Personnel Department by email to jobs@reigate.ac.uk as soon as possible, but no later than 9.00am on Monday 22 March 2021.

Reigate College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. These posts are exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive security process will be undertaken on successful applicants including an Enhanced Disclosure via the Disclosure and Barring Service.

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Closing Date: 9am, Tuesday 23 March 2021
Interviews: to be held w/c 29 March 2021

Winstanley College

Winstanley College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
**Head of Integrated Services**

**Salary:** Lecturer and Management Scale – SP 29-33, £58,978 - £66,808 per annum including London Weighting Allowance

**Hours:** 36 hours per week, all year round

**Contract:** Full Time, Permanent

The successful candidate will work as a member of the Orchard Hill College Senior Leadership Team, contributing to the development and implementation of the strategic and operational plans, projects and objectives. The role will have lead accountability for therapy and medical for students with complex needs including learning difficulties and disabilities, social emotional and mental health needs and challenging behaviour.

You will have overall leadership of Integrated Services within OHC, setting high expectations and establishing clear objectives for nurses and therapists. You will have outstanding leadership and management skills and will be required to develop and promote the college-wide strategy for Integrated Services.

To apply, please send your completed application form to jobs@orchardhill.ac.uk. Please note that CV applications will not be accepted or considered.

Closing date: 12 noon Tuesday 23rd March 2021

Interview date: Thursday 31st March 2021

Orchard Hill College Academy Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

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**Head of Careers and Employment Course**

**Salary:** £46,979 - £59,978 per annum inclusive of London Weighting Allowance

**Hours:** 36 hours per week, Monday to Friday, all year round

**Contract:** Full Time, Permanent

We are looking for a bright, diligent, creative and enthusiastic Head of Careers and Employment Courses to manage a dedicated team that work across all of our college locations and the surrounding communities. Within this role you will be responsible for the strategic and professional leadership of the service, ensuring that strategies are in place to achieve positive outcomes for our students. You will also support the ongoing development and the implementation of our work placement strategy so that the highest impact and best employment outcomes are achieved for our students. You will lead on the development courses and allocate resources, in line with the College statement of intent and core principles.

To apply, please send your completed application form to jobs@orchardhill.ac.uk.

Closing date: 4pm 7th April 2021

Interview date: w/c 19th April 2021

Orchard Hill College Academy Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

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**Lecturer in Functional Skills English**

**Salary:** £23,840 - £31,482 per year

**Hours:** Full Time, Permanent

Do you want to help transform life opportunities? Have you ever considered the unique challenge of Prison Education? Teaching in prisons is an incredibly rewarding challenge with the benefits of mainstream education.

Weston College is the regional provider for the Prison Education Framework (PEF) across the South West and South East of England and is now seeking to recruit an outstanding and highly motivated Lecturer in English at HMP Downview.

The successful applicant will be working in a highly dynamic learning environment and will need to be able to show flexibility and innovation in their approaches to teaching. They will have the ability to demonstrate a broad range of skills to engage with a wide range of learners. A relevant teaching qualification or experience is required as is an ability to work in partnership with others and excellent interpersonal skills.

For further details please visit www.tes.com/jobs

Closing Date: 23rd March 2021

Weston College is committed to safeguarding and promoting the welfare of young people and vulnerable adults, and expects all staff and volunteers to share this commitment.

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**Winstanley College**

**Course Leader of Health & Social Care**

**Salary:** £23,840 - £31,482 per year

**Contract:** Full Time, Permanent

**Hours:** 36 hours per week, all year round

**Closing Date:** 23rd March 2021

**Closing date for receipt of completed applications is:** 21st March at 12 noon

**Interview date is to be confirmed.**

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**Winstanley College**

**Teacher of Art and Design - Photography**

**Salary:** 0.8, PERMANENT.

**Closing Date:** 22nd March 2021

**Closing date for receipt of completed applications is:** 21st March at 12 noon

**Interview date is to be confirmed.**

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**Winstanley College**

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**Winstanley College**

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**Teacher of Sociology and Criminology**

PERMANENT, FULL TIME

START DATE; AUGUST 2021

SALARY; £25,260 - £41,226 PER ANNUM

Please feel free to email HR to discuss any aspect of this vacancy to help you decide if this is the job for you.

Please ensure you attach a covering letter and detailed supporting statement, ensuring you address the person specification.

To apply for this role or to download an application pack, visit: winstanley-ac.schoolrecruiter.com/

Closing date for receipt of completed applications is: 21st March at 12 noon

Interview date is to be confirmed.

Winstanley College 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 Business Studies**

PERMANENT, FULL TIME.

START DATE; AUGUST 2021

SALARY; £25,570 - £41,732 PER ANNUM, PRO RATA

Please feel free to email HR to discuss any aspect of this vacancy to help you decide if this is the job for you.

Please ensure you attach a covering letter and detailed supporting statement, ensuring you address the person specification.

To apply for this role or to download an application pack, visit: winstanley-ac.schoolrecruiter.com/

Closing date for receipt of completed applications is: 21st March at 12 noon

Interview date is to be confirmed.

Winstanley College 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 Psychology, Criminology and Health Studies**

FULL TIME, TEMPORARY UNTIL 31ST AUGUST 2022

START DATE; AUGUST 2021

SALARY; £25,260 - £41,226 PER ANNUM

Please feel free to email HR to discuss any aspect of this vacancy to help you decide if this is the job for you.

Please ensure you attach a covering letter and detailed supporting statement, ensuring you address the person specification.

To apply for this role or to download an application pack, visit: winstanley-ac.schoolrecruiter.com/

Closing date for receipt of completed applications is: 21st March at 12 noon

Interview date is to be confirmed.

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**Teacher of IT and Computing**

0.5 FTE, TEMPORARY UNTIL 31ST AUGUST 2022

START DATE; AUGUST 2021

SALARY; £25,570 - £41,732 PER ANNUM, PRO RATA

Please feel free to email HR to discuss any aspect of this vacancy to help you decide if this is the job for you.

Please ensure you attach a covering letter and detailed supporting statement, ensuring you address the person specification.

To apply for this role or to download an application pack, visit: winstanley-ac.schoolrecruiter.com/

Closing date for receipt of completed applications is: 21st March at 12 noon

Interview date is to be confirmed.

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Winstanley College is a large sixth form college specialising in A Levels and Level 3 courses. The college has an excellent reputation for achievement, comprehensive pastoral care and extensive enrichment. Committed and inspirational teachers, with successful experience of curriculum leadership, are invited to apply for the following post.

Teacher of Level 3 Health Studies
TEMPORARY, PART-TIME 0.6 (MATERNITY COVER)
START DATE: MAY 2021
SALARY: £25,260 - £41,226 PER ANNUM PRO RATA

Please feel free to email HR to discuss any aspect of this vacancy to help you decide if this is the job for you.

Please ensure you attach a covering letter and detailed supporting statement, ensuring you address the person specification.

To apply for this role or to download an application pack, visit: winstanley-ac.schoolrecruiter.com/

Closing date for receipt of completed applications is: Friday 19th March
Interview date is to be confirmed.

Winstanley College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Regional Trainer Assessor - Computing (Full-time and Job Share)
Salary: £23,840 - £28,418 per year
Full Time / Part Time, Permanent

The Regional Trainer/Assessor in Computing will facilitate the delivery of student learning and assessment, utilising a full and varied range of teaching and training techniques, in which assessment will occur through experiences at the College or in the workplace.

This is an exciting time to join Weston College. The College is Ofsted ‘Outstanding’, its Higher Education provision is graded ‘Gold’ by the Teaching Excellence and Student Outcomes Framework (TEF), and Weston College has recently won the Queen’s Anniversary Prize for Higher and Further Education, one of only two further education colleges in the country to be awarded this prestigious honour. Furthermore, the College is an Investors in People ‘Champion’ and has been awarded Platinum by Investors in People, which demonstrates Weston College’s commitment to invest in our staff to improve performance.

Please note that this position is also available on a job share basis.

For further details please visit www.tes.com/jobs
Closing Date: 29th March 2021

Weston College is committed to safeguarding and promoting the welfare of young people and vulnerable adults, and expects all staff and volunteers to share this commitment.
Teacher of Economics

Full Time, Permanent
Salary: GBP £27,003 - £42,957 per year
(Upto Point 5P5) on the Reigate Teachers Pay Scale)
Start date: 1 September 2021

The College is seeking to appoint a dynamic, enthusiastic and hardworking teacher to join the Economics Department. The post is available on a permanent, full-time basis from 1 September 2021. The full-time teaching contact time at Reigate College is 22.75 hours per week.

Our ideal candidate will be able to demonstrate a track record of success in delivering the highest standards and achieving outstanding results. The post holder must be confident in the use of information technology in all aspects of their work.

The salary for this post is up to £42,957 per annum.

Full details and an application form can be downloaded from our website (www.reigate.ac.uk/job-vacancies). Applications are asked to complete and return the application form to the Personnel Department by email to jobs@reigate.ac.uk as soon as possible, but no later than 9.00am on Monday 22 March 2021.

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Trainee Teacher of Biology

Full Time, Permanent
Salary: GBP £16,045 - £19,944 per year
Start date: 1 September 2021

As a trainee, your typical week will comprise a mix of teaching, a half-termly planning period, and periods per week of 21 full-time teacher, in addition to planning, preparation and marking time. The remainder of your time will be spent as a Learning Facilitator (Teaching Assistant) either supporting in class or working with individual students.

In addition to the PGCE sessions, you will be expected to attend various events throughout the year including Open Evenings and Student Review Meetings.

Applicants must have a relevant degree in Biology or a related subject and must not already hold a teaching qualification. The successful applicant will need to demonstrate a commitment to a career in teaching and preferably have experience of working with young adults.

Full details and an application form can be downloaded from our website (www.reigate.ac.uk/job-vacancies) or from the Supporting Documents section of this page. Applicants are asked to complete and return the application form to the Personnel Department by email to jobs@reigate.ac.uk as soon as possible, but no later than 9.00am on Monday 22 March 2021.

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Trainee Teacher of Computer Science

Full Time, Permanent
Salary: GBP £27,003 - £42,957 per year
Start date: 1 September 2021

The College is seeking to appoint a dynamic, enthusiastic and hardworking teacher to join the highly successful Computing Department. The successful applicant will be required to teach Computer Science A Level and Cambridge Technical Level 3 Information Technology.

The post is available from 1 September 2021 on a permanent, part-time basis (9.75% to 100%). The full-time teaching contact time at Reigate College is 22.75 hours per week.

Our ideal candidate will be able to demonstrate a track record of success in delivering the highest standards and achieving outstanding results. The post would equally suit an experienced or newly qualified teacher.

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English Teacher

September 2021
0.75FTE - 1FTE

Varndean College is one of the most successful sixth form colleges nationally. Offering a broad range of academic and vocational courses, we have an excellent reputation for inclusion and adding value.

We are seeking to appoint an enthusiastic and suitably qualified English Teacher to teach GCSE and A Level English Literature and Language.

Find out more at varndean.ac.uk/vacancies
Closing date: 26 March 2021
Variable Hours Lecturer in Childhood Studies  
Salary: £14.57-£23.94 per hour  
Part Time, Supply - As and when required  

An exciting opportunity has arisen for a well-qualified, enthusiastic, innovative and competent lecturer to join the Directorate of Business, Professional and Service Industries delivering qualifications across a range of levels in our high performing Childhood Studies curriculum area.  
You would be expected to work well in classroom based teaching and assessing and also online teaching; offering subject tutor support to particular groups. The hours of work may include evening and weekend sessions. You will be responsible for monitoring and maintaining high levels of student attendance, retention and achievement.  
The successful candidate will have both vocational and teaching experience, plus a teaching qualification, and a qualification in English and mathematics at minimum Level 2.  
Good administration, interpersonal and IT skills are essential.  
To apply for this role, please visit our website at: www.chesterfield.ac.uk/jobs.  
Closing date: 22 March 2021  
Interview date: 30 March 2021  

An offer of employment at Chesterfield College will be subject to an Enhanced Disclosure carried out by the Disclosure and Barring Services.

Lecturer in Computing  
Salary: £18,731 - £34,616 per year  
(37 hours per week/52 weeks per year)  
The Directorate of Business, Professional and Service Industries has an exciting opportunity for an enthusiastic professional to join their Digital team.  
The successful candidate will have the ability to teach across a range of related courses within the Directorate and act as a personal tutor to an identified number of student groups. The successful candidate must have experience in the following:  
Internet Of Things, Principals of Computer Science, IT Security and encryption, management of computer systems with strong knowledge of programming and some understanding of the Adobe Creative Suite. The successful candidate should have general computing/IT knowledge and programming experience within the areas of web, app and games. Demonstrating competent skills in general IT/computing and having the specialistism of games/web/app programming knowledge would be the ideal candidate.  
To apply for this role, please visit our website at: www.chesterfield.ac.uk/jobs.  
Closing date: 22 March 2021  
Interview date: 30 March 2021  

An offer of employment at Chesterfield College will be subject to an Enhanced Disclosure carried out by the Disclosure and Barring Services.

Psychology Teacher  
Full Time - Permanent  
Salary: Up to £36,007 per annum depending on experience  

Nelson and Colne College is a beacon for educational excellence, made up of a family of colleges – Nelson & Colne College, Lancashire Adult Learning & Accrington & Rossendale College.  
Nelson and Colne College, an Outstanding education provider with excellent facilities and unparalleled staff benefits, are looking for a highly motivated and enthusiastic Psychology Teacher to join their Business, Languages & Humanities team on a full-time, permanent basis, starting in August 2021.  
If you are interested in this post and would like to find out more, please visit our website and complete an online application form.  
https://careers.nelson.ac.uk/job/psychology-teacher-2/  
Closing Date – Sunday 28th March 2021  
Interview Date: TBC

Stem is a Sixth Form College for over 1700 students aged 16-19. We offer A Levels, vocational courses at levels 2 and 3, and GCSE resits. 76.3% of our students are from deprived backgrounds, compared to 40.3% of 16-19 year olds nationally.

Pathway Leader – Health and Social Care  
Salary: GBP £51,509 - £56,105  
Full Time, Permanent  

Our curriculum provision is managed under six distinct pathways. As Pathway Leader for Health and Social Care, you will take a lead role in delivering a truly unique and exceptional educational experience for our students. We are seeking only the best candidates who wish to make their mark and support the distinctive ethos of Monoux.  
You will oversee the curriculum provision for L2 & L3 Health and social care courses and will be responsible for leading on high quality teaching & learning, excellent outcomes and strong progression routes for students. An ability to teach in this area would be advantageous.  
If you are seeking a highly rewarding position and are passionate about enriching the lives of the students, please visit our website: https://www.sgmcc.ac.uk/jobs/jobList.asp  
Closing date: Monday 29 March 2021 Mid-day  
Interview Date: Wednesday 21 April 2021  
We have a strong commitment to safeguarding and promoting the welfare of students. All appointments will be subject to enhanced DBS clearance.

Safeguard your school with contact tracing assistant  
Track coronavirus cases in your school and alert teachers and students who may be exposed  

Edval Timetable’s contact tracing assistant feature allows you to see anyone within the timetable who’ve been exposed to a particular pupil or teacher with a confirmed Covid-19 case.  

Find out more: tes.com/edval
Head of School - Primary Phase

Salary GBP £55,338 - £61,166 per year (L12 - L16) | Full Time, Permanent | Start date January 2022 | Apply by 22nd March 2021

For January 2022, we are seeking to appoint an outstanding Head of School – Primary Phase to lead and establish the opening of the first primary cohort at Avanti Fields School. The successful candidate will work in close partnership with the Principal and Senior Leadership Team to embed the school’s vision and establish the new Primary phase of the school, due to open August 2022.

Avanti Fields School is a new all-through school, which welcomed the first intake of Year 7 students in September 2018. The school is rapidly expanding, and will grow year by year to a full cohort of 1,320. This is an exciting time to join the school as it welcomes the first children in the EYFS cohort.

The post is suitable for an experienced and inspirational leader who can demonstrate outstanding skills, knowledge and a track record of success to build on the school’s successes. The successful candidate will bring fresh approaches and ideas to develop the school further and support our primary pupils in becoming “the best version of themselves”.

We are looking for an innovative and strategic thinker with vision and ideas to lead by example and act as a strong role model to both staff and students. The successful candidate will be a motivated, creative and resilient leader, possessing both the skills and experiences to deliver high quality performance in their team and the drive to ensure successful outcomes are reached for all.

Avanti Fields is a Hindu-designated faith school, part of the growing family of Avanti schools. However, staff and students at Avanti Fields School do not originate from any specific faith background. Applications are welcome from practitioners of any faith and from those of none; they will, however, be expected to be in full sympathy with the unique ethos and vision of the School.

Apply on tes.com/jobs by Monday 22nd March 2021, 12 noon.

Avanti Schools Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff, governors and volunteers to share this commitment. All offers of employment are required to have an Enhanced DBS check unless internally appointed and where applicable, a prohibition from teaching check will also be completed.
Headteacher
East London Independent School

An inspiring opportunity to take your career to the next level and help shape the lives of our most vulnerable young people.

Salary: £70,000 - £75,000 per annum
Location: East London Independent School, E15 4HT
Contract: Permanent, Full-time

We are seeking an experienced and inspirational Headteacher to lead the school through its next stage of development and growth, delivering positive outcomes for the school community, pupils and staff. The role provides an exciting opportunity for someone with ambition and a real commitment to support vulnerable young people develop and achieve.

Essential requirements to be successful in the role are:
• Substantial experience at senior management level as a qualified teacher (holds QTS).
• Proven experience of developing operational plans for education, inclusion and clinical provision, providing strong leadership through successful delivery against agreed strategic plans.
• Experience of raising outcomes for neuro-diverse pupils with SEND, including ASC and/or SEMH.

Closing date Sunday 21 March
Interviews Week commencing 29 March

To apply:
Please complete the application form and equal opportunities form and return to recruitment@tces.org.uk.

TCES is committed to safeguarding and promoting the welfare of pupils and expects all staff to share this commitment. The appointment is subject to all relevant checks such as references, medical clearance and a satisfactory enhanced DBS disclosure.

Headteacher
North West London Independent School

An inspiring opportunity to take your career to the next level and help shape the lives of our most vulnerable young people.

Salary: £70,000 - £75,000 per annum
Location: North West London Independent School, W3 7DD
Contract: Permanent, Full-time

We are seeking an experienced and inspirational Headteacher to lead the school through its next stage of development and growth, delivering positive outcomes for the school community, pupils and staff. The role provides an exciting opportunity for someone with ambition and a real commitment to support vulnerable young people develop and achieve.

Essential requirements to be successful in the role are:
• Substantial experience at senior management level as a qualified teacher (holds QTS).
• Proven experience of developing operational plans for education, inclusion and clinical provision, providing strong leadership through successful delivery against agreed strategic plans.
• Experience of raising outcomes for neuro-diverse pupils with SEND, including ASC and/or SEMH.

Closing date Sunday 21 March
Interviews Week commencing 29 March

To apply:
Please complete the application form and equal opportunities form and return to recruitment@tces.org.uk.

TCES is committed to safeguarding and promoting the welfare of pupils and expects all staff to share this commitment. The appointment is subject to all relevant checks such as references, medical clearance and a satisfactory enhanced DBS disclosure.

Headteacher
South Downs Learning Trust

Executive Headteacher
Salary: £97,273 - £107,239 per year (L55-139)
Full Time, Permanent
Start date 1st September 2021

Closing date for applications is 12 noon on Monday 12th April 2021
Shortlisting will take place on Thursday 15th April 2021
Interviews will be held week beginning 26th April 2021

This is a unique opportunity for an outstanding, aspirational and inspirational leader to join our successful, currently small, Trust. Our well-established secondary school, Ratton, is one of the most popular schools in East Sussex, with a reputation built on “Achieving Together”, through a partnership between high levels of achievement and a strong emphasis on shared values and virtues. Ratton has about 1200 students, is robustly Good, and on a journey to Outstanding. Our large junior school Ocklynge, also very popular, has about 800 children, and is well on its way to a Good judgement in our next Ofsted. The core values of reflection, resilience and responsibility are at the heart of what we do. Our strong aspiration is to grow our Trust and we need a leader who is able to do this.

As an experienced professional, you will be able to demonstrate strategic leadership and excellent people management skills, together with a proven track record of success in raising standards. You will be able to demonstrate effective staff development experience and expertise. Most importantly, you will have a passion for education and students’ learning, across both the primary and secondary sectors, with the determination to make a positive difference and commitment to continued improvement across the Trust.

If you would like to have an informal discussion about this post please do get in touch, either with the Chair of the Trust, Peter Lindsey, directly on 07710 934574 or plindsey@sdlt.org.uk or with our Trust Executive Assistant, Lorraine Barrow, on 01323 504011 or email her on lbarrow@ratton.co.uk to arrange an appointment. Onsite visits to the schools will be possible but only after school at 3.30pm on 23rd, 24th and 25th March. Please arrange with Lorraine. If you would like to be part of our fantastic Learning Community please download and submit your completed application form to Lorraine on lbarrow@ratton.co.uk

This post is subject to an Enhanced DBS check with the Disclosure & Barring Services and receipt of satisfactory references. Please note that we require evidence of an overseas police check if you have lived or worked abroad.

Headteacher
St Piran’s School

St Piran’s School

The Proprietor of this small school in the West of Cornwall is seeking to appoint a Headteacher for the Autumn Term 2021, following the retirement of Mrs Carol de Labat

The school is part of a large educational company, which offers graduate and post-graduate education on campuses worldwide. St. Piran’s School is a small, co-educational day school for pupils aged 4-16, established for over thirty years.

The school has a truly family atmosphere and prides itself on good working relationships between pupils, families and staff. It has strengths in the Arts and has won awards locally and nationally, in both Performance Art and Fine Art. It also has a tradition of supporting charities, including links with the charitable work of the parent company.

The Advisory Board is seeking to appoint a Headteacher with
• experience of all stages of 4-16 education
• subject expertise at GCSE level, as a teaching Head in this small school
• the ability to lead and enthuse the whole staff
• excellent communication skills
• outstanding flexibility in a small school setting

Headteacher Contract
• Salary negotiable to £60,000 p.a. depending on experience
• Staff discount
• One year standard probationary period

Applications
Application forms are available from admin@stpirans.net and should be returned by e-mail. St. Piran’s is committed to safeguarding children and young people and all safeguarding checks will be undertaken at appropriate points in the recruitment process.

Time - scale
Applications close on 26th March and interviews will take place during the Easter holiday.

19 MARCH 2021 Tes 57
Deputy Headteacher

Salary: £75,345 - £82,277 per year | Full Time/Permanent

Royal Greenwich Trust School, part of the University Schools Trust, is an expanding start-up 11-18 school in the heart of Royal Greenwich.

In 2017, RGTS was established with an initial cohort of year 7 students and a sixth form provision. This year, we opened our brand new £14 million new wing and moved into the next stage of the school’s development as our inaugural cohort transitioned into Key Stage 4.

Our continued growth affords us the opportunity to increase our senior team and presents an exciting opportunity for the right candidate to play a really significant role as Deputy Headteacher in shaping the future of our vibrant learning community.

University Schools Trust (UST) is a unique partnership of six world-leading universities and five sector-leading bodies who are working together to deliver a shared vision of inclusive, high-quality and transformational education.

This is a crucial appointment for the school and interested candidates are encouraged to arrange an informal discussion with the Headteacher and to visit the school. These can be organised via the HR team: Angie Smith, Senior HR Advisor on 02083125480 ext 515 or email recruitment@rgtrustschool.net

Closing date: 30th March 2021

RGTS is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates will be required to undergo an enhanced DBS Check.

RGTS reserves the right to commence or complete the recruitment process prior to the closing date.

We do not accept applications via agencies.

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Deputy Headteacher

Salary: £42,000 - £47,000

Hours: 40 per week - Term-time hours

Contract: Permanent, term-time only

Are you an innovative Deputy Headteacher committed to improving the lives of children and young people?

We are looking for an experienced school leader to join our fantastic team at Options Barton, Barton-Upon-Humber. As Deputy Headteacher, you will support our Head of School in school management, delivering our pupils educational needs, maximising children’s achievement, and their ability to develop.

This is a great opportunity for a senior leader / Deputy Headteacher who is looking for the chance to bring innovation and creativity to inspire learning in an SEN/ASC environment for children with varied and complex needs. Your work will be challenging and rewarding in equal measure and you will be the custodian of our strong safeguarding culture, where pupils are listened to, respected, and involved in as many decisions as possible.

Educated to degree level or equivalent with Qualified Teacher Status, you will be experienced in an SEN/ASC environment, enjoy leading a team, and be genuinely motivated by helping every child to reach their potential.

Application process & dates

Please visit our online advert on tes.com/jobs for more information.

To apply please visit https://candidate.ofgeducationcare.co.uk/130951OTES

Closing Date: 3pm 22nd March 2021

Interview Dates: 25th & 26th March 2021

Expected start date: 1st September 2021 or earlier

Options Autism is part of Outcomes First Group. We are committed to the safeguarding and promoting the welfare of children and young people. All successful applicants will be subject to fully Enhanced DBS.
**Deputy Headteacher**

**Salary L22 - L26 | Full Time Permanent**

Start date: September 2021

Are you an inspirational leader who positively influences the behaviour of others, motivating staff and students to engage with the values of the School and of the wider Trust?

We are seeking a candidate who is an outstanding classroom practitioner able to model excellent teaching and learning. You will be an inspiring leader with a track record of improving standards, who is committed to the Trust’s values and the impact this can have on every students’ individual performance inside the classroom and beyond.

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 complete the attached application form. We ask that all completed application forms are sent to Kirsty.Gordon@heworthgrange.org.uk.

The closing date for applications is Wednesday 24th March 2021 at 9am

Interviews will take place on Friday 26th March 2021

For any questions regarding this role please contact Kirsty Gordon at Kirsty.Gordon@heworthgrange.org.uk.

Consilium Academies and Heworth Grange School 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.

The Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.

Please note: If you have not been contacted within one week of the closing date please assume that your application has been unsuccessful on this occasion. We are unable to provide feedback on individual applications. Applications received after the closing time stated will not be considered. We do not accept CV’s.

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**Vice Principal for The English Montessori School in Madrid**

Permanent contract, full time

Starting date: 1st September 2021

The English Montessori School of Madrid is reaching a pivotal stage of its development and this is an outstanding opportunity to help steer that progress, building on the school’s reputation for excellence in the teaching of English in a family environment.

We believe this role presents a wonderful opportunity for an individual willing to be flexible, open-minded and collaborative. As a key member of the TEMS SLT, you will help drive improvement across the whole school, working jointly with colleagues and delivering success.

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.

Interviews on the week starting on 29th March 2021

Closing date: 24th March 2021

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. Safer recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed.

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**Deputy Headteacher**

**Salary: St Wystan’s Pay Scale, commensurate with skills and experience. Plus SLT Allowance**

**Full Time, Permanent**

Start date: September 2021

About The Role

Come and write the next chapter at St Wystan’s! A very exciting time in our development, as we are now part of the Repton family of schools. As right-hand to the Head, you will be a confident professional senior leader, adept at dealing with the varied demands of pupils, parents, and staff and with a passion for driving the next chapter of St. Wystan’s growth and success as part of the Repton family of schools. The successful candidate will be a high-energy and hard-working individual ready to take on the breadth and challenge of a Deputy Head role in a small school, as the next step in their career.

You’ll demonstrate high levels of flexibility and adaptability and won’t ever be afraid to roll your sleeves up and muck in to get the job done! It goes without saying that you will be an inspiring and gifted teacher, with a track record of supporting all pupils to achieve their best.

About Our School

At St Wystan’s, the family ethos is at the heart of our education and pastoral care. We are a co-educational independent school providing an inclusive all-round education for children from 2½ to 11. We are small (one form entry), non-selective and offer a truly unique school where children are genuinely happy and develop a love of learning within a family orientated community.

Applications Process

Fully completed applications should reach the school no later than 12.00 on Friday 19th March 2021. First stage interviews will be held week commencing Monday 22nd March 2021, with a final stage if required w/c 29th March.

To apply, please contact Mrs. Alex Hardwick for an application pack including application form, by email to operations@stwystans.org.uk for an application form.

Closing date: Friday 19th March 2021

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**Assistant Head: HIVE**

**(Home and Innovative Virtual Education)**

**L9 - L13**

Manchester Hospital School works to ensure that any child who is unable to attend their own school due to ill health can continue to make progress in their education and to experience success.

We are a school like no other: a place where you can make a real difference to the lives of children and families during a period where they need it the most. It is incredibly rewarding work. We’re growing our team and recruiting to a number of leadership roles to start in September 2021.

Visit www.join-mhs.co.uk to find out more.
**Assistant Head of DUCKS (Early Years & Lower Primary)**

Salary: A competitive remuneration package will be offered to the successful candidate

**Full Time/Fixed Term | Start Date: August 2021**

An exciting opportunity is available for an Assistant Head of the Kindergarten for an August 2021 start.

The ideal candidate will have proven schoolwide leadership experience and be proficient in spoken and written English and Mandarin.

The right candidate will be a highly committed team player with the drive, energy and passion to develop this forward-looking school. Applicants must be willing to lead by example and play a full part in the college pastoral care and extra-curricular programme.

Successful applicants will need to be sympathetic with the ethos and values of Dulwich College. An attractive and competitive remuneration package will be offered to the successful candidate, and details will be made available to shortlisted candidates.

To apply please go to the Dulwich College International careers site: [https://www.dulwich.org.uk/careers/job-description/589](https://www.dulwich.org.uk/careers/job-description/589)

The closing date for applications is 26 March 2021 (based on Singapore time zone).

Dulwich College (Singapore) is committed to safeguarding and promoting the welfare of all students in our care and all applicants are expected 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. All appointments are subject to an interview, identity checks, criminal record checks and successful references.

CPE Registration Number: 201027177D. Period of Registration: 09 January 2020 to 08 January 2024

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**Assistant Head of the Kindergarten**

**Salary Grade: L11-L17 inclusive of Inner London allowance**

**CONTRACT: Full Time/Permanent**

**Closing Date:24th March 2021**

**Start Date: 1st September 2021**

We are looking to appoint an inspirational Assistant Principal who will play a pivotal role within the leadership team in this crucial stage of the school’s development. You will make a real impact, achieving outstanding outcomes for our pupils, and ensuring as soon as possible that the area that you will lead within the Academy is recognised as outstanding.

The responsibilities of the Assistant Principal may vary overtime to suit the needs of the school or to allow staff wider experience and professional development. The Assistant Principal will take the Curriculum Lead in Science or Mathematics.

If you are motivated by working in a challenging and supportive environment where the key outcome is our shared desire to achieve the very best for our children and young people, and if you have the talent, tenacity and passion to contribute to the leadership of this school and our Federation, then I hope you will consider applying for this role.

Please refer to the Assistant Principal Applicant Pack for full details of the role and our application process.

Haberdashers’ Aske’s Borough Academy
London, SE1 0EQ
020 3764 1321

[https://www.habsborough.org.uk/](https://www.habsborough.org.uk/)

**Closing Date: 24th March 2021**

**Start Date: 1st September 2021**

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**Assistant Headteacher**

**RE and Catholic Life of the School**

**Contract: Full Time, Permanent**

**Salary: £50,151 - £55,338 per year**

**Start date: September 2021**

We are looking to appoint an outstanding, committed, practising Catholic to strategically lead our Religious Education department, be a member of our Senior Leadership Team and lead the Catholic Life of the School. The post holder will play an important role within the school leading the curriculum within Religious Education and will be supported by an able team of professionals and for the right candidate, there may be an opportunity to work across the Trust with a number of schools. There will also be an expectation that the post holder will take on a significant whole school responsibility.

**What we are looking for:**

- Someone who is enthusiastic and can promote a love and passion of learning.
- Someone who supports faith life and the ethos of the school, and can oversee chaplaincy.
- Someone who can plan schemes of work and oversee assessment.
- Someone who has the creativity to deliver lessons that allow pupils to enjoy and flourish in this important subject area.
- Someone who is a strong leader and has the ability to create an ethos of high aspirations within the department.
- Someone who is willing to support the ethos of the school.

Applications should be made via the Application Form attached to our online advert on [tes.com/jobs](https://tes.com/jobs) and emailed to [jobs@bttrc.lancs.sch.uk](mailto:jobs@bttrc.lancs.sch.uk), together with a letter (2 sides of A4 maximum) detailing your suitability for the post and the ways in which you would lead the future development of Religious Education and the Catholic Life of the School.

**Closing date for applications: 19 April 2021**

**Blessed Trinity RC College**

**Ormerod Road, Burnley BB10 3AA**

**Tel: 01254 560200**

Blessed Trinity is committed to safeguarding and promoting the welfare of children and an enhanced DBS disclosure will be required.
Assistant Head: SEMH
L9 - L13

Manchester Hospital School works to ensure that any child who is unable to attend their own school due to ill health can continue to make progress in their education and to experience success.

We are a school like no other: a place where you can make a real difference to the lives of children and families during a period where they need it the most. It is incredibly rewarding work. We’re growing our team and recruiting to a number of leadership roles to start in September 2021.

Visit www.join-mhs.co.uk to find out more.

Assistant Head: Compliance
12-month contract (maternity cover)
L9 - L13

Manchester Hospital School works to ensure that any child who is unable to attend their own school due to ill health can continue to make progress in their education and to experience success.

We are a school like no other: a place where you can make a real difference to the lives of children and families during a period where they need it the most. It is incredibly rewarding work. We’re growing our team and recruiting to a number of leadership roles to start in September 2021.

Visit www.join-mhs.co.uk to find out more.

Assistant Headteacher - Pastoral - BSB Spain

Full Time, Permanent

We are looking to appoint an Assistant Headteacher with responsibility for Pastoral care across the Secondary school at our Castelldefels campus.

Join a team of enthusiastic, inspirational, risk-taking individuals who appreciate the rigor of the English curriculum but embrace the freedoms 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 for all posts.

All positions are offered with attractive packages including very competitive salaries, places for children in BSB, and other local benefits. Full induction and help with settling in Barcelona will be provided.

To apply, please complete the application form found on ‘tes.com/jobs’ 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: 4pm Monday 22/3/21

Skype interviews during the week beginning 22/3/21

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. Safer recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed.

www.join-mhs.co.uk

Deputy Head of Sixth Form

Royal Alexandra & Albert School

Salary UPS / MPR (London Fringe) + TLR2 + Additional Allowance
Available (in exchange for boarding and co-curriculum duties) + Possible Accommodation on Site

Full Time, Permanent

Start date September 2021

As a 7-18 State Boarding School, we seek an excellent candidate for the position of Deputy Head of Sixth Form. Our Sixth Form is a thriving, diverse community with 230 students which prepares future leaders with a global outlook. The main aim of the Sixth Form is to ensure that our young people receive an education for life and are equipped to follow their own path to success. Some students have university as their ultimate goal, and others plan to enter the world of work or undertake a higher degree apprenticeship after the completion of their Sixth Form Studies. Whatever a student’s own goals may be, the Sixth Form team aims to instil an aspirational mind-set that encourages them to aim high. This holistic, individualised approach has led to student success. Many have gone on to study at some of the country’s most prestigious universities, including the Universities of Oxford, Cambridge, Durham, London School of Economics and University College London. Others have secured places in competitive higher degree apprenticeship schemes for organisations such as Unilever, Nestlé and the Royal Horticultural Society. The Sixth Form team is an integral part of this successful student journey.

To apply, please complete an application form with a covering letter or supporting statement by clicking the apply now button on the Tes website: www.tes.com/jobs.

Closing Date: Monday 19th April, 2021, 9.00 am

Interview Date: Tuesday 27th April, 2021 (via Microsoft Teams)

The School reserves the right to appoint prior to the closing date.

The Royal Alexandra and Albert 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 Enhanced DBS checks.
PYP Coordinator
Full Time - Fixed Term
Salary: Full expatriate package for international candidates.
Start date 1 August 2021 (negotiable).

ISA Wuhan is a member of the rapidly growing educational not-for-profit organization, ISA Education Group. Our campus will open in August 2022 with a projected enrolment of 600 students and approximately 80 teaching and administrative staff (international and local).

Major Responsibilities
- Design a curriculum within the AP framework that embraces teaching and learning for pupils from aged 16 to 19 years.
- Work collegially within the secondary school to support the school’s vision, mission and philosophy; support the school’s curricular and philosophical commitments as an international school; and assist the secondary school in meeting its planning goals.
- Help promote a culture where diversity is encouraged and where students learn to respect differences, take responsibility for their actions, exercise leadership and strive for academic excellence.
- Maintain accurate written and/or electronic records of all aspects of the secondary program.
- Ensure that the school meets all programme regulations and deadlines.
- Plan and organize the teaching of PD for teachers.

Application Procedures
Interested candidates may apply through TES please visit tes.com/jobs
Shortlisted candidates will be invited to attend face-to-face and/or online interview with our recruitment team. Candidates are requested to provide three referees for pre-employment reference check from current and previous employers. The referees must be the Head of School/Principal or the direct supervisor from the school management team.

Apply by 30 April 2021

ISA is committed to safeguarding and promoting the welfare of children and young people. Candidates must be prepared to undergo child protection screening and appropriate background check.

New teacher?
Find the information you need to ace your NQT year and connect with other new teachers

Your first year can be daunting, and a little lonely, after the camaraderie and support of your training course. But we’re here to help.

Get articles selected for you in our new teachers hub, and join our new teachers group to tap into a new support network anytime, anywhere.

Find your new community today

tes.com/go/newteachersnews
Discover more with the best in education

Bringing you essential training and advice every week. Enjoy Tes magazine whenever you want, wherever you are. Subscribe from just £15 per quarter.

Subscribe today at: tes.com/store
Starbank School - Hob Moor Road Site is looking for enthusiastic and passionate individuals to apply for the following Full Time - Permanent positions for September 2021:

**Deputy Director of Learning - English**
Salary: MPS / UPS plus TLR 2b
Apply by: Friday 26 March 2021

**Deputy Director of Learning - MFL (French and Spanish)**
Salary: MPS / UPS plus TLR 2b
Apply by: Friday 26 March 2021

**Teacher of MFL - French and Spanish**
Salary: MPS/UPS
Apply by: Thursday 25 March 2021

Do you have what it takes to nurture today’s young people and inspire tomorrow’s leaders? Do you have the drive, passion and commitment to lead and deliver outstanding learning and teaching to young people in a disadvantaged community? If so, becoming a Star leader might just be the best career move you ever make.

Starbank school in Birmingham is a large all through school for pupils aged 3 to 16 years old. We have over 2,000 pupils and are based across three sites in close proximity to each other. We joined Star Academies in 2020 and, like all Star schools, we have a leadership specialism.

**Find out more**
Please download the job descriptions and person specifications found on www.jobtrain.co.uk/starcareers/vacancies.aspx for further information about the roles. For an informal and confidential discussion about the roles please call us on 0121 464 0751.

We will shortlist as soon as possible after the closing date and will be in contact with shortlisted candidates to make arrangements for assessment. We will determine on a job by job basis the most suitable method for assessment in light of the current situation.

**Key Dates**
**Interview Date:** To be confirmed  
**Proposed Start Date:** Saturday 1 May 2021

Star Academies is committed to safeguarding, safer recruitment and promoting the welfare of pupils. Our comprehensive recruitment and selection processes aim to discourage and screen out unsuitable applicants. Successful candidates are subject to rigorous pre-employment checks.

We are equally committed to eliminating discrimination and encouraging diversity. We aim for our workforce to be representative of society and that each employee feels respected and able to give their best. We are committed to providing equality and fairness in our recruitment and employment practices and not to discriminate on any grounds. We oppose all forms of unlawful and unfair discrimination.
Looking to recruit your next talented teacher?

Ready to take the next step on the career ladder?

Tes magazine continues to bring you the latest job and recruitment opportunities every week.

Email your job advertisement to Recruitment@tesglobal.com or contact us on 020 3194 3050

Booking deadline: Monday at 4pm

Final artwork: Tuesday, no later than 12 noon
NURSERY EDUCATION

Psychology/Health and Social Care Tutor - Distance Learning, Access to HE

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 front line 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 towards their site

We would strongly advise that you visit our website and complete our Application Form.

Closing Date: 31 March 2021

Nursery Teacher
Salary: Competitive, depending on experience and qualifications
Part Time, Maternity Cover
Start date: April 2021

We are looking for a committed and competent part-time teacher to join the friendly team at this popular nursery in the heart of Notting Hill. The successful candidate will help plan and deliver engaging learning activities in accordance with the Early Years Foundation Stage (EYFS) learning goals. QTS, Montessori Diploma or the minimum of a relevant Level 3 Childcare qualification, as well as experience of teaching in an EYFS setting, is essential.

The position is to cover maternity leave for the Summer and Autumn Terms 2021, but may be extended into 2022. The position is term time only, Monday to Friday mornings (8.20am – 1pm).

Salary is competitive, depending on experience.

Please tick the ‘Apply’ button to submit your application form.

The closing date for completed applications is 9am on 22nd March 2021, although early applications are encouraged. Interviews will be scheduled soon after the closing date. Short-listed candidates can expect to have an interview and to teach an observed lesson.

The 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 the DBS. The school is an equal opportunities employer.

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.

Nursery Practitioner – Level 3 Qualified
Salary Scale: Bournemouth Grade 3, Point 4 - 6 £13,899 - £14,460 (pro-rata) (£18,933 - £19,698 FTE)
32 hours per week, term time only
(Applicants wanting 16 hours will be considered for a job share)

We are looking for a caring, committed and dynamic Nursery Practitioner to join our team at Little Ambers Nurseries. We currently have a vacancy for a practitioner at Little Ambers - Boscombe, our outstanding provision based at King’s Park Academy.

Our ideal candidate will have experience of working with children and hold a current paediatric first aid qualification, and knowledge of safeguarding procedures in educational settings (though First Aid and Safeguarding training can be provided).

We are passionate about providing an exciting, nurturing environment with the child’s interests at the heart of the learning. Our practitioners are full of enthusiasm, great team players, and creative that think outside the box. As an employer, we are passionate about providing a supportive working environment where everyone can contribute ideas and develop their best practice.

There are many opportunities for professional development and support to gain qualifications, and a chance for every practitioner to be instrumental in continuing the development of our Nursery.

Closing date for applications: Thursday 24th March 2021
Interviews will take place: Wednesday 31st March 2021
Start Date: ASAP

For an application pack, please visit http://www.ambitions-academies.co.uk/vacancies/ or email lisa.perks@aat.education

Please note we DO NOT accept application by CV.

Ark is committed to safeguarding and promoting the welfare of children. Rigorous checks will be made of the successful applicant’s background credentials, including enhanced DBS checks.

AMBITIONS ACADEMIES TRUST

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 front line 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 towards their site

We would strongly advise that you visit our website and complete our Application Form.

Closing Date: 31 March 2021

Primary Class Teacher with English leadership responsibility

Reports to: Primary Principal
Start Date: 1 September 2021
Contract: Permanent
Salary: Ark Teacher Main Pay Scale – AM1 to AM6 plus TLR2A for English leadership

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 and set the standard for teaching within English

Role review
This job description sets out the main duties of the post at the time of drafting. It cannot be read as an exhaustive list. These responsibilities will be discussed annually as part of the post holder’s annual performance review and are subject to change. However, it may be altered at any time subject to need in consultation with the post holder subject to the Primary Principal’s approval.

Person Specification: Primary Class Teacher with English leadership responsibility
- Qualified to degree level and above
- Qualified to teach and work in the UK

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

Closing Date: 25 March 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.
**PE Teacher & ECA Coordinator - late August start**

**Employment Type:** Full Time, Permanent  
**Salary Range:** £44,892pa – £67,927pa (depending on experience)

Southbank International School is a leading IB world school. With over 70 nationalities, our beautiful Hampstead campus educates around 200 children from the ages of 3 – 11.

We are currently looking for a PE teacher and Extracurricular Activities Coordinator to join our enthusiastic teaching team from late August 2021 and help lead this programme. With over 60 weekly activities running before, during and after school a successful candidate will also require strong administrative skills. Teaching on site and at our off-site sports centre, this is an opportunity to develop an innovative, inclusive sports and activity programme.

We welcome applications from experienced PYP teachers who have worked in either the independent or state sector and/or internationally.

We will only consider applicants who have the right to work in the UK.

For further details regarding the role and how to apply please visit www.southbank.org

**Closing date for applications 06 April 2021**

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. Safer recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed.

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**Music Teacher**

**MPS to UPS**

**Required from April 2021 onwards**

Oak Hill Academy is an amazing and popular school because we believe in all of our pupils and encourage them to reach their full potential through enjoyment and challenge.

We wish to appoint an outstanding music teacher who is passionate about their subject and who is able to engage and inspire our pupils through the study of Music.

You must share our vision for the development of music and the impact that music can have on learning across the school.

**Closing Date:** **Friday 26th March at 12:00pm**

The Aspirations Academy Trust 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 is subject to an Enhanced CRB disclosure and references.

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**Nursery Teacher**

Are you looking to join an inspirational and motivated team? We have a fantastic opportunity for an experienced teacher or NQT to join our school and work with pupils in EYFS on a temporary 1 year contract starting September 2021 (there is potential for this to become a permanent position in time).

Dashwood Banbury Academy is part of the forward thinking Aspirations Academy Trust and is committed to raising pupil aspirations in order to reach their full potential. We are a very good school in the heart of Banbury with great facilities. The pupils and staff work together to ensure everyone is achieving and succeeding.

We would love to show you around our amazing school before applying for the job so if you would like to arrange a visit (virtual or in person), please contact our Business Manager Ruth Jakeman on 01295 263240.

Application packs can be downloaded via the TES or from our school website http://www.dashwood-aspirations.org/ and should be submitted to rjakeman@dashwoodaspirations.org

**Closing date:** **Tuesday 30th March 2021 at 2.30 pm**

Interview date: **Thursday 1st April 2021**

The Aspirations Academy Trust 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 is subject to an Enhanced CRB disclosure and references.
**Classroom Teacher**

**Salary:** MPS

**Start:** September 2021

**Full Time, Fixed Term**

**Age Range:** 3-11 Years

Why Meadow Primary Academy?

We have a unique opportunity for the right candidates to be able to teach in Academies where children have positive attitudes to learning, supportive leadership and tailored professional learning opportunities, if you would be interested in this then we would love to hear from you!

We are looking for:

- We are looking for teachers who are creative, fun-loving and experimental, who will be dedicated to our Academies and children. We want highly motivated and determined teachers who will make a real difference creating opportunities to instil the skills children need to go on to lead a remarkable life.

This post is fixed-term until August 2022 and is required to commence September 2021. Interviews are due to take place on Tuesday 23rd March 2021.

Closing date: Monday 22nd March 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 the ‘Apply Now’ button on tes.com/jobs

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<tr>
<th>Be unusually brave</th>
<th>Discover what’s possible</th>
<th>Push the limits</th>
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**Class Teacher**

**Main pay scale 1-6**

Starting in September 2021, fixed term contract

We need an outstanding, inspiring, experienced teacher or NQT, who will work with us to nurture the aspiration and dreams of our pupils. You will need a passion for teaching, ambition, compassion, and a genuine commitment to valuing diversity in our world class city.

If this role is of interest to you and you can contribute to our future success, an application pack is available on our website www.redriff.southwark.sch.uk

Should you require any other details please contact Joanna James on 020 72374272.

For more information about the school, please see our website www.redriff.southwark.sch.co.uk

Closing date for applications: 23rd March 2021

Interviews: 26th March 2021

Redriff Primary 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 the Disclosure and Barring Service

**Primary Education**

**Early Years Classroom Teacher**

**Salary:** MPS

**Fixed Term One Year Contract**

**Starting: September 2021**

We are looking for a committed and dynamic Early Years teacher to join us in September, on a fixed term basis for one year due to fluctuating pupil numbers. There is the potential for this post to become permanent in the future.

For an informal discussion about these posts, please contact the Headteacher, Ayasha Weston, on 01228 526611.

For an application pack please email: kbarnea@caldewlea.cumbria.sch.uk

Closing date: In light of the current situation with Covid-19 and the difficulties this presents to schools and candidates, we will be operating a rolling recruitment process. This means that we are currently accepting applications and will continue to do so until posts are filled. Therefore, we would encourage the submission of early application forms as we reserve the right to close the application process at any point in time.

Interviews shall be held: TBC

The Cumbria Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Enhanced DBS disclosure and Barred List checks are required for this post.

**Class Teacher**

**Salary:** MPS

**Full Time - Permanent**

**Starting: September 2021**

This is an exciting opportunity to join the School at a pivotal time and be part of our vision for providing an education for the pupils at Caldew Lea Primary School which maximises their life chances and nurtures their potential.

We are looking for a committed and dynamic class teacher to join us in September.

For an informal discussion about these posts, please contact the Headteacher, Ayasha Weston, on 01228 526611.

For an application pack please email: kbarnea@caldewlea.cumbria.sch.uk

Closing date: In light of the current situation with Covid-19 and the difficulties this presents to schools and candidates, we will be operating a rolling recruitment process. This means that we are currently accepting applications and will continue to do so until posts are filled. Therefore, we would encourage the submission of early application forms as we reserve the right to close the application process at any point in time.

Interviews shall be held: TBC

The Cumbria Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Enhanced DBS disclosure and Barred List checks are required for this post.

**Teacher**

**from 1st September 2021**

**Salary: Main Pay Scale**

The trustees seek to employ an outstanding practitioner who is creative, imaginative, highly motivated and vibrant to teach a class of delightful children. Longtown Primary School is part of the Cumbria Education Trust, leading the way in education in North Cumbria. The role presents an exciting opportunity to join the school at a pivotal time and be part of our vision of providing an inspiring and innovative education for the pupils at Longtown.

For an application pack please visit www.longtownprimary.cumbria.sch.uk or email admin@longtownprimary.cumbria.sch.uk

In light of the situation with Covid-19 and the difficulties this presents to schools and candidates, we will be operating a rolling recruitment process. This means that we are currently accepting applications and will continue to do so until the posts are filled.
Class Teacher and Year Leader

Main Scale + TLR
Starting September 2021

We are looking for an outstanding class teacher and year team leader who is passionate about being a leader of learning and who has children at the heart of all they do. We are looking for someone who is a highly motivated, enthusiastic professional who is passionately interested in teaching and learning and who has a track record as an outstanding teacher within their current role. We would welcome someone who has initiative but who can also work within our dedicated and supportive team.

In return we can offer a strong team of enthusiastic and dedicated staff, engaged children who are keen to learn, a supportive wider school community and parents who would overwhelmingly recommend Ocean Academy to other parents.

Visits to our academy are welcomed after school hours due to COVID restrictions and we look forward to meeting you. Further details can be requested from the school office and we will also be happy to speak with you via telephone or Google Meet.

Closing date for applications: 12 noon Thursday 1st April 2021.
Interviews will be held on: Monday 19th April 2021

Please see our main advertisement online at tes.com/jobs

Art Teacher (0.6FTE)
MPR/UPR | Haslemere, Surrey

We are seeking an innovative and inspirational teacher with passion and enthusiasm to join our exceptionally high-performing Art department from September 2021. This post would suit an NQT or experienced teacher.

We offer a comprehensive induction programme for new staff, along with a creative and bespoke CPD offer to develop your teaching skills. We have a full NQT induction programme and our new Middle Leaders are given the opportunity to complete the NPQML qualification.

To apply, please visit: www.woolmerhill.surrey.sch.uk

Closing date: 24th March 2021

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

SHIPLAKE COLLEGE
HENLEY-ON-ThAMES

Teacher of Art

Starting September 2021

Shiplake College is seeking to appoint an enthusiastic Teacher of Art. This is a superb opportunity to join our art department, renowned for producing a diverse range of dynamic and innovative work. The art department is situated on the top floor of our purpose-built John Turner building based in classrooms flooded with natural daylight and with exceptional facilities.

The role would suit an energetic teacher who is committed to the highest standards of teaching and learning; a teacher who can inspire and challenge all of our pupils. Applications are welcomed from inspirational teachers who will strive for excellence in all aspects of the art curriculum. Applications are welcomed from NQTs.

Shiplake College is situated in 45 acres of beautiful countryside on the banks of the river near Henley-on-Thames. All teachers are expected to contribute to the busy programme of co-curricular activities offered. We offer a competitive salary, a contributory pension scheme together with access to our gym and sporting facilities.

Early applications are welcomed, as the College reserves the right to appoint at any stage during the application process.

Closing date: 10am, Monday 22 March 2021.
Interviews: Tuesday 30/Wednesday 31 March 2021.

Initial screening via video call may be used before interview.

Informal pre-application discussions and visits are welcome; please call Maria Moir on 01189 405218. A job/person specification and an application form can be obtained from:

www.shiplake.org.uk/vacancies

Boys aged 11-18, Girls in Sixth Form, Day and Boarding IHC, The Society of Heads, EFA

Shiplake College is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post including checks with the Disclosure and Barring Service. Shiplake College is an equal opportunities employer.
**Teacher of Art/DT**

**Required September 2021**

**Inner London Pay Scale**

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.coles.org.uk](http://www.shoreditch.coles.org.uk). The application pack is available in the staff/vacancies tab.

Closing date: 22 March 2021, 12 noon

Interviews will take place in the week commencing: 29 March 2021

The role 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 Service check will be required for the successful candidate.

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**The Bourne Academy**

**Teacher of Art & Photography**

**Full Time, Permanent**

**Salary: MPS**

**Start date: September 2021**

Without doubt the past year has been challenging for all school staff and within the Academy the support given to our students has been outstanding. We want to continue to appoint teaching staff who are passionate about their subject and who want to make a difference for the students in our care. We require a Teacher of Art & Photography for September 2021 with those qualities. This post is a permanent, full-time post.

The Bourne Academy welcomes students of all abilities and from all backgrounds. Staff take the time to get to know and understand each student, supporting them to do their very best. We believe that everyone is a learner and everyone is a teacher.

For further information about the Academy and a virtual tour please refer to our website [www.thebourneacademy.com](http://www.thebourneacademy.com).

Closing date: 24 March 2021

This post is subject to enhanced DBS checks.

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**Huish Episcopi Academy**

**Director of Learning - Computing & Arts**

**Full Time - Permanent**

**Starting 1 September 2021**

**Salary: MPS plus TLR2**

We're looking for a Director of Learning - Computing & Arts (subject specialism) 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 at [www.huishepiscopi.net](http://www.huishepiscopi.net) or from Miss Leach at the Academy. Telephone 01468 205051

Email: huishrecruitment@educ.somerset.gov.uk

Huish Episcopi 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 posts require a criminal background check to be completed.

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**Central Foundation Girls’ School**

**Teacher of Economics and Business Studies with QTS**

**Required for September 2021**

**Inner London Pay Scale**

An exciting opportunity has arisen at the school and we wish to appoint a full-time Head of Art. The candidate must be an outstanding, focused and motivated individual who can lead the pupils to achieve far beyond their own expectations.

The successful candidate must have passion for their subject and a desire to develop this in others. They must be eager to advance their own teaching skills and develop professionally as well as being keen to share ideas with their colleagues within this dedicated team. A willingness to contribute more widely to the extra-curricular life of the school is expected.

The closing date for applications is Monday, 22nd March 2021 with interviews scheduled shortly after. To apply or for more information, please visit: [www.tes.com/jobs](http://www.tes.com/jobs)

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**Mossbourne Community Academy**

**Teacher of Art**

**Maternity Cover**

**Salary – Main pay scale + £1,400.00 Mossbourne Allowance**

**Closing date – 1st September 2021**

**[Inset days 1st and 2nd September 2021]**

**Work pattern – Full time**

**Contract – Fixed Term – Maternity Cover**

**Closing date – 31st March 2021**

**Interview dates – BGC**

**Location - Mossbourne Community Academy, 100 Downs Park Road, E5 8JY**

The successful applicant will be passionate about Art and Design education. They may be specialists in Art, Design, or textiles but will be able to teach all these subjects at KS3. They will be well-organised and willing to go the ‘extra mile’ and will be focused on the attainment of all pupils.

In order to apply for this position please follow the link to our website and complete an application form at [www.mossbourne.org/vacancies](http://www.mossbourne.org/vacancies) or email recruitment@mossbourne.org.uk

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**The Bourne Academy**

**Head of Art**

**Teachers’ Main Pay Scale / Upper Pay Scale + TLR**

**Required: September 2021**

**Full-time – Permanent**

An exciting opportunity has arisen at the school and we wish to appoint a full-time Head of Art. The candidate must be an outstanding, focused and motivated individual who can lead the pupils to achieve far beyond their own expectations.

The successful candidate must have passion for their subject and a desire to develop this in others. They must be eager to advance their own teaching skills and develop professionally as well as being keen to share ideas with their colleagues within this dedicated team. A willingness to contribute more widely to the extra-curricular life of the school is expected.

The closing date for applications is Monday, 22nd March 2021 with interviews scheduled shortly after.

To apply or for more information, please visit: [www.tes.com/jobs](http://www.tes.com/jobs)
**Teacher of Business Studies/ICT**

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

We are looking to appoint a dynamic Teacher of Business Studies/ICT 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.

**Closing Date:** 11 April 2021

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**Business Studies Teacher**

**Salary:** £25,714-£41,604 per year  
**Contract:** Full Time - Permanent  
**Location:** NUAST, Nottingham

Required, an imaginative and enthusiastic teacher to join this forward thinking and successful department, committed to high standards of achievement at all levels. The post would suit an experienced or newly qualified teacher who is committed to teaching at the highest standard and raising the aspirations and achievements of our students. The successful candidate will have the opportunity to teach A Level Business Studies & Economics.

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 Morrell, to include a school application form, covering letter and full contact details of two referees applications@queensheberts.ac.uk

**Closing Date:** 19 March 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 exempt from the Rehabilitation of Offenders Act 1974. Applicants will be required to provide a current DBS check and satisfactory references will be obtained prior to appointment.

**Closing date for applications:** 8.00am, Monday 29th March 2021. Interviews will be held on 31st March 2021.

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**Teacher of Economics & Business**

**Competitive Salary**  
**Required September 2021, full or part time considered.**

Possible family accommodation available Possible TLRs

Outstanding NQT Programme

This is an exciting opportunity to teach GCSE, BTEC and A Level Business and A Level Economics at one of the most successful schools in England. The latter is essential.

We seek an enthusiastic graduate. High energy levels and good inter-personal skills will be essential. There are potential TLR opportunities for a suitably experienced colleague. The position is also suitable for a NQT.

You must be eligible to work in the UK to apply. We are not registered to sponsor work permits.

For further details visit the vacancies page on our website

www.gordons.school/vacancies

**Closing date for applications:** Wednesday 24th March at 10am

**Interviews:** w/c 29th March

Gordon’s is a Boarding and Day School and is committed to safeguarding and promoting the welfare of children - applicants must be willing to undergo appropriate screening including a DBS check.

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**The Bishop of Winchester Academy**

**Teacher of Business Studies**

**Full Time / Part Time, Permanent | Salary: MPS/UPS | Start date: September 2021**

The Bishop of Winchester Academy is an oversubscribed and thriving Church of England School, recognised by Ofsted as ‘Improving the life chances of all our pupils’ (May 2017). There are exciting opportunities to join our motivated and ambitious team driven by the mantra of high expectations - no excuses.

This will be an exciting opportunity to join an academy which has recently undergone a significant building programme. The Academy is ambitious to be recognised as inspirational. Ofsted have recognised the many strengths of our Academy including:

- “The outstanding curriculum has a significant impact on increasing students’ attendance and enjoyment of learning and on the improvements in their achievement.”
- “Students behaviour is outstanding. This is a huge success for the Academy.”
- “The Principal provides the school with outstanding leadership. He is supported extremely well by senior leaders.”

Our application form as well as the job description and person specification for this role are available through our website. Please email completed application forms to recruitment@bowa.org, addressing your covering letter to Mr Paul McKewon, Principal to apply.

Please be aware that due to the ‘Keeping Children Safe in Education’ legislation we do not accept CVs.

We are committed to safeguarding and promoting the welfare of children. Rigorous checks will be undertaken of the successful applicant’s background credentials, including enhanced DBS checks.

**Closing date for applications:** 8.00am, Monday 29th March 2021. Interviews will be held on 31st March 2021.

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**Queens’ School**

**Teacher of Business Studies and Economics**

**Contract Term: Full Time, Permanent MPS/UPS + Fringe**

Required, an imaginative and enthusiastic teacher to join this forward thinking and successful department, committed to high standards of achievement at all levels. The post would suit an experienced or newly qualified teacher who is committed to teaching at the highest standard and raising the aspirations and achievements of our students. The successful candidate will have the opportunity to teach A Level Business Studies & Economics.

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 Morrell, to include a school application form, covering letter and full contact details of two referees applications@queensheberts.ac.uk

**Closing Date:** 19 March 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 candidates will be subject to an enhanced DBS check with the Disclosure and Barring Service.

Interviews will take place Thursday 25th March 2021.

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 applicants will be subject to an enhanced DBS check with the Disclosure and Barring Service.

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**Esher Sixth Form College**

**Provides non-selective, open access, specialised sixth form college education for North East Surrey and South West London.**

The College is rated outstanding by Ofsted and has an impressive track record in delivering high levels of student achievement.

Co-ordinator of BTEC Business

(with the ability to teach A Level Business)

Salary range up to £44,978 pa inclusive of responsibility and fringe area allowance (salary figures include the recently agreed Teachers Pay Award) - Full Time + Permanent Required for 31 August 2021

This is an exciting opportunity to lead the highly popular BTEC Business course and contribute to the teaching of A Level Business. Applicants will need to be enthusiastic and committed teachers who are aware of and sympathetic to the needs of 16-19 year olds.

Application packs can be obtained from the College website: www.essher.co.uk/teach-vacancies and letters of application or Tel: 020 8398 6291.

Closing date: Noon, 25 March 2021

Interviews: w/c 29 March 2021

Esher Sixth Form College is committed to promoting equality and diversity and we welcome applications from all sections of the community.

www.essher.co.uk

**Required for September an imaginative and enthusiastic teacher to join this forward thinking and successful department, committed to high standards of achievement at all levels.**

The post would suit an experienced teacher who is committed to teaching at the highest standard and raising the aspirations and achievements of our students. The successful candidate will have the opportunity to teach A Level Business Studies & Economics.

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 Morrell, to include a school application form, covering letter and full contact details of two referees applications@queensheberts.ac.uk

**Closing Date:** 19 March 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 applicants will be subject to an enhanced DBS check with the Disclosure and Barring Service.

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**SECONDARY EDUCATION**
Head of Business

Full Time - Permanent
Salary: MPS/UPS + TLR 2b (£4,784)
Starting: September 2021
King Solomon Academy has consistently been one of the highest performing non-selective schools in the country. We are redefining what is possible and we are seeking an exceptional leader of Business, ready to join the curriculum leadership team in our high-performing school and to contribute to the achieving of our mission. This is a unique opportunity to be part of showing what education can achieve.

KSA aims to transform the lives of its pupils. Our mission is to provide a rigorous education that prepares our pupils for success at university and beyond, irrespective of their starting point. Our teachers and leaders do whatever it takes to make this a reality. Our Business provision is a core component of our Sixth Form offer and we seek a leader who is able to deliver their vision for an exceptional Business education through excellent planning, coaching and teaching. This leader will also need to monitor and evaluate the quality and effectiveness of all the different strands of Business education at King Solomon Academy. This is an exciting role in an exceptional school working alongside an inspirational team, both within King Solomon Academy and with the Professional Pathways team across the Ark network.

Business Studies is taught exclusively at Key Stage 5 at King Solomon Academy, meaning students arrive to Sixth Form ready to be moulded as Business students. We are proud of the outcomes achieved by students in Business to date and of the excellent university destinations of Business alumni. Our KS5 BTEC students play a key role in the school community, leading school wide events for other year groups as part of their course, showcasing their entrepreneurial spirits. We seek a leader who is ready to build on the impressive previous leadership in Business and to further promote the subject across the whole Academy.

To apply, and to see more information about the school and this role please visit http://kingsolomonacademy.org/current-vacancies.

The deadline is 11am on Thursday 25th March 2021.

For a full application form or for an informal discussion, please contact Melanie Vass on 02075636901 or email: s.riaz@kingsolomonacademy.org

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TEACHER OF DESIGN TECHNOLOGY

Required Easter 2021
Fixed term maternity cover
Salary – MPS/UPS

We are seeking to appoint a dynamic teacher of Design Technology to cover maternity leave and to join our Technology Department with state of the art facilities from Easter 2021.

The Co-op Academy Manchester opened in September 2010 in a new build and is sponsored by the Co-operative Group, which is one of Manchester’s largest businesses. The culture of the Academy has a strong ethical stance, using the Co-op’s values and principles to inspire individuals in the academy to develop as global citizens. The successful candidate will be expected to show:

• A commitment to the values and beliefs of fairness, ambition and respect
• He/she is a good classroom practitioner and able to motivate, engage and inspire students.
• A strong commitment to the students and their progress in learning
• An ability to reflect on their own classroom practice and act on feedback

Please download full details and an application form from our website www.cam.coop or contact Mrs C Downend, e-mail claire.downend@coopacademies.co.uk or telephone 0161 795 3005

Closing date: 24th March 2021. Interviews will be held on 26th March 2021.

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Teacher of DT (Resistant Materials)

Full Time/Part Time
Required from September 2021

Samuel Ryder Academy is rapidly expanding, and seeks an enthusiastic and inspirational Design & Technology (Resistance Materials) Teacher to teach across the age and ability range. Ofsted inspected the Academy in May 2016 and judged the school as GOOD with OUTSTANDING features. Samuel Ryder offers you an inspiring and rewarding role.

Further details and an application pack are available from the TES website, by email HR@scholarseducationtrust.co.uk or on 01727 734424.

Closing date: 9am on 12 April 2021.

Scholars’ Education Trust is an equal opportunites employer. 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 Design Technology

Required Easter 2021
Fixed term maternity cover
Salary – MPS/UPS

We are seeking to appoint a dynamic teacher of Design Technology to cover maternity leave and to join our Technology Department with state of the art facilities from Easter 2021.

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Please download full details and an application form from our website www.cam.coop or contact Mrs C Downend, e-mail claire.downend@coopacademies.co.uk or telephone 0161 795 3005

Closing date: 24th March 2021. Interviews will be held on 26th March 2021.
**Teacher of Design Technology**

**0.8 FTE. Qualified Teachers’ Pay Scale. Permanent.**

Whilst this is a Product Design post the ability to work in other areas of D&T would be an advantage. We would also like to hear from applicants with considerable CAD experience.

The closing date for applications – noon on Monday 29 March 2021

Application packs are available from our website at www.huishepiscopi.net or from Miss Leach at the Academy Telephone: 01458 230051.

Email: huishrecruitment@educ.somerset.gov.uk

Huish Episcopi 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 posts require a criminal background check to be completed.

**Cotswold Learning Trust**

**Design Technology MPS/UPS**

**GBP £25,714 - £41,604 per year**

Required for September 2021

Durham Johnston Comprehensive School is an outstanding school that offers high levels of autonomy to staff and consequently has a track record of academic excellence. We are looking to appoint a truly effective teacher to join our high-achieving Design & Technology Department.

An application pack can be downloaded from the TES website: www.tes.com/jobs.

IMPORTANT: Please read all attachments included on your application form and complete the cover letter (answering any questions that may be outlined in the covering letter) to Tino Panagiotou at recruitment@durhamjohnston.org.uk

Please contact Gary Corlin (Subject Lead for Design & Technology) or Michael Wright (Assistant Headteacher) for more information.

“Durham Johnston Comprehensive School is committed to safeguarding and promoting the welfare of children and young people and expects all its staff and volunteers to share the commitment. All past holders are subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check.”

Closing date and time: 12.00pm Monday 22nd March

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**Assistant Director of Drama**

**Full time • Permanent**

**Required from September 2021**

**Salary: Competitive, dependent on experience**

An exciting opportunity has arisen for a well-qualified, experienced and dynamic graduate to teach Drama in this thriving girls’ Independent School. The successful candidate will be keen to take on more leadership responsibility in the department and will have considerable experience of teaching students throughout the Senior School up to and including A Level.

An application form and recruitment information can be downloaded from our website www.piperscorner.co.uk or obtained from the Human Resources Manager by email hr@piperscorner.co.uk.

Completed application forms and a covering letter should be addressed to the Headmistress and returned to the HR Department via the email address above.

Closing date: 25 March 2021 • Interviews: 31 March 2021

Suitable candidates may be interviewed before the closing date and Pipers Corner School reserves the right to withdraw the position if an early appointment is made.

Pipers Corner 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 subject to an Enhanced DBS check.

At Pipers Corner we are committed to providing a well-structured staff development programme to enhance personal and team development. We are an equal opportunities employer.

www.piperscorner.co.uk

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**Learning Leader Technology**

**TLR 2b, MPS/UPS**

**Full/part time • Maternity cover**

**Required September 2021**

We are seeking to appoint an enthusiastic, dynamic and motivational individual to teach Technology and lead our popular Technology Department which includes Food Technology and Product Design. The Department is very well resourced and has technician support.

The right candidate will help provide a supportive, stimulating environment and share our high expectations of achievement for all our children.

Please download the application form from the school website: www.coxgreen.com

Please return your application form to Karen Warner: k.warner@coxgreen.com

Closing date: 8am, 22 March 2021

Interview date: To be confirmed

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. This post is subject to an enhanced DBS check.

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**English Teacher**

**MPS (Inner London) £32,157 to £50,935**

**Required from May 2021**

Maternity Cover

We are looking for a passionate and knowledgeable teacher of English to join our creative and energetic English Department.

Fulham Cross Girls’ School is an outstanding school in the top two percent nationally for the progress that our students make. The school has been shortlisted for the TES Secondary School of the Year for three consecutive years in 2016, 2017 and 2018.

Application packs are available on the TES website, via email to personnel@fulhamcollege.net or on the school website www.fulhamcross.net

Closing date: Monday, 22nd March 2021

Interview date: 30th March 2021

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment; an enhanced Disclosure and Barring Service certificate will be requested for the successful candidate in accordance with the relevant legislation.
ASSISTANT HEAD OF ENGLISH FACULTY
Salary LPS | Required for a September 2021 start
We are looking to appoint an exceptional Teacher of English to join our highly successful English Faculty. You will support the Head of Faculty in developing the teaching, learning, curriculum, quality assurance to ensure that an already successful Faculty reaches its goal of being ‘exceptional’.
We are looking to appoint a colleague who has a proven track record of raising standards in their subject area who can demonstrate inspirational teaching and a passion for delivering lessons which are motivational, challenging and engaging. You will need to demonstrate the energy, enthusiasm and commitment to work as part of a team which is determined to achieve ‘outstanding’. In return you will work in an exceptional and supportive environment that will further develop your professional skills and ambitions.
An application form is available from www.golbornehigh.wigan.sch.uk
Closing date: Monday 29th March 2021 at 8am
Interviews: Thursday 1st April 2021

Teacher of English
Full Time / Permanent
Salary: GBP £25,714 - £41,604 per year (MPS/UPS)
Ref: P471
Required for September 2021
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 Teacher of English to join Carleton High 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 role, equating to 1 FTE.
You can access the Trust’s Strategic Plan 2020-22 here: https://www.pon-tefract.academiestrust.org.uk/wp-content/uploads/2020/01/PAT-Strategic-Plan-LR.pdf

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.

The HART SCHOOL
Creative Education Trust

Teacher of English
MPS/UPS
Full Time, Permanent
Start date September 2021
We seek to appoint an English teacher who engages students through creative delivery and is eager to try new ideas in a supportive environment. The candidate should have the ability to bring out the best in students.
This is an exciting opportunity to join a team which aims to inspire, motivate and challenge every student at all levels of priority ability by developing the skills needed to read, understand and analyse a wide range of different texts and write clearly and imaginatively.
Our English curriculum prepares students to communicate effectively, supporting learning across the curriculum and for the world beyond the classroom. We encourage a love of language and literature in all students and aim to harness the creativity within to help students make progress and achieve success.
At The Hart School, the Senior Leadership Team is working closely with staff, creating opportunities and developing innovative approaches to teaching. We are able to offer bespoke CPD packages to support teachers and welcome applications from teachers at all stages of their career.

Closing Date: 23.03.2021

To apply visit
www.hartschool.org.uk/main/hart-school/vacancies

Hart School are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share these commitments. The successful candidate will have to undertake relevant safeguarding checks.

The Hart School, Rupley, Staffs, WR8 9UE

*Closing Date: 10:00amonMonday 12thApril 2021.

English Teacher
Part-time or Full-time
Secondary or Primary qualified
REQUIRED FOR EASTER OR SEPTEMBER 2021
Main Pay Scale + Fringe Allowance payable.
Holmer Green Senior School is looking to appoint a permanent, full-time, outstanding teacher to join our committed team of specialist staff in the English Department. Experience of teaching at Primary level could be an advantage.
We are looking for a passionate person who is ambitious for our students and community and will support our inclusive ethos and who can improve the literacy and reading skills of our Key Stage 3 students and contribute to teaching other year groups. Experience of working in a Primary environment, particularly with Key Stage 2 is warmly welcomed.
Please apply by sending a completed Holmer Green Senior School Application Form with covering letter addressed to plascottl@holmer.org.uk
For an application pack, please see our website www.hgs.co.uk or contact Ms Liz Plascott directly at plascottl@holmer.org.uk

Closing date: 19 April 2021

Interviews: tbc

Holmer Green Senior School is committed to the welfare and safeguarding of all its students and therefore all appointments are made subject to satisfactory Enhanced DBS, qualification and pre-employment checks.
Teacher of English

Full Time, Permanent | Starting: September 2021
Salary: MPS/UPS (Including Fringe allowance)

We are seeking to appoint an outstanding English teacher. Our English Department thrives on the notions of inclusion, creativity and enthusiasm for the subject. We deliver a broad curriculum building English language skills through the teaching and analysis of English literature texts. Our newly re-written KS3 curriculum is designed to build skills over time towards GCSE and the new Subject Leader would be given some additional time in the first term to ensure schemes of work are re-written and are sufficiently challenging students to reach the top grades.

The ideal candidate will be passionate about the English curriculum and how this can be taught in an inspiring way to maximise exam success, spark students’ passion for the subject, and to help students to lead successful future lives. They should also be able to evidence a proven track record of high impact in teaching, learning and curriculum excellence, to support strong outcomes and learning experiences. The ability to teach Drama and/or extend students’ engagement beyond the school day, through extra-curricular would be an advantage.

Our ideal candidate will display:

- A passion for teaching English with evidence of enabling students to surpass expectations.
- Experience in teaching classroom English at all Key Stages with a good curriculum knowledge and understanding of GCSE and A-Level English requirements.
- Experience of using data to push students to (and beyond) their targets.

Further details can be found on the school’s website www.wbest.co.uk

Please see Tes.com/jobs to apply.

The closing date for applications is 22 March 2021

As a Trust we are fully committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check.

The Bishop of Winchester Academy

Teacher of English

Full Time, Permanent | Salary: MPS/UPS | Start date: September 2021

The Bishop of Winchester Academy is an oversubscribed and thriving Church of England School, recognised by Ofsted as ‘Improving the life chances of all our pupils’ (May 2017). There are exciting opportunities to join our motivated and ambitious team driven by the mantra of high expectations – no excuses.

This will be an exciting opportunity to join an academy which has recently undergone a significant building programme. The Academy is ambitious to be recognised as inspirational.

- The outstanding curriculum has a significant impact on increasing students’ attendance and enjoyment of learning and on the improvements in their achievement.”
- “Students behaviour is outstanding. This is a huge success for the Academy.”
- “The Principal provides the school with outstanding leadership. He is supported extremely well by senior leaders.”

Our application form as well as the job description and person specification for this role are available through our website. Please email completed application forms to recruitment@zmat.co.uk.

Please be aware that due to the ‘Keeping Children Safe in Education’ legislation we do not accept CVs.

We are committed to safeguarding and promoting the welfare of children. Rigorous checks will be undertaken of the successful applicant’s background credentials, including enhanced DBS checks.

Closing date for applications is 8.00am, Monday 29th March 2021.

Interviews will be held on 31st March 2021.
**SIMON LANGTON GRAMMAR SCHOOL FOR BOYS**

Nackington Road, Canterbury, Kent CT4 7AS

Head of School: Ken Moffat

Telephone: 01227 463567

Fax: 01227 456488

**Applications should be submitted through the contact Mr ASutton at a.sutton@northerneducationtrust.org**

If you have any queries in the interim please contact Mrs A Sutton at asutton@northerneducationtrust.org

Closing date: 12pm Friday 19th March

**TesJobs**

**SECONDARY EDUCATION**

**Co-Director of English (second in department)**

**Teacher of English**

**Salary:** MPS

**Required for Term 5 only (19th April – 28th May 2021)**

To cover a maternity leave

Well-qualified teachers of English (able to teach KS3, KS4 and A Level) are invited to apply to join this strong department in a school which enjoys a reputation for academic excellence.

Any enquiries should be made to srillonson@thelongton.kent.sch.uk

To apply please see Tes.com/Jobs.

**Closing date: noon on Monday 22nd March 2021**

**Simon Langton Grammar School for Boys is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.**

Successful applicants will be required to undertake an enhanced check with the Disclosure and Barring Service.

**Beal High School**

A COMPELLING VISION FOR SUCCESS

Bexleyheath Academy

**Teacher of English**

**Salary:** MPS

**Required for Term 5 only (19th April – 28th May 2021)**

**Applications should be submitted through the contact Mr ASutton at a.sutton@northerneducationtrust.org**

If you have any queries in the interim please contact Mrs A Sutton at asutton@northerneducationtrust.org

Closing date: 12pm Friday 19th March

**Thorpe Academy**

a Northern Education Trust Academy

are seeking to appoint an enthusiastic teacher of English for September 2021. You will have the opportunity to teach across all year groups, which may include teaching A Level within our thriving Sixth Form.

The successful candidate will be expected to:

- Build positive relationships with all children, staff and parents.
- Demonstrate a range of behaviour management strategies
- Maintain high expectations.
- Show good classroom practice and be committed to developing children as independent learners and thinkers.
- Promote learning based on using good subject knowledge.

Applications should be submitted through the TES website.

If you have any queries in the interim please contact Mrs Anna Sisson at a.sutton@northerneducationtrust.org

Closing date: 12pm Friday 19th March.

Thorpe Academy is committed to safeguarding children and young people and therefore the post is subject to enhanced Disclosure and Barring Service clearance.

**TEACHER OF ENGLISH**

**Salary:** MPS/UPS

**Required for 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 community. This post is suitable for an 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.

If you are interested in this role, please download the application form and send your completed application to recruitment@valleypark.viat.org.uk.

Valley Park School reserves the right to appoint before the closing date.

Closing date: 29 March 2021

Our School and all its personnel are committed to safeguarding and promoting the welfare of the children. This post is subject to an Enhanced Disclosure Application to the Disclosure and Barring Service.
Head of English

Full Time - Permanent | Salary: MPR/UPR plus TLR1C

We are seeking to appoint an exceptional and inspiring Head of English, with a passion for the successful education and well-being of young people. The successful candidate will have the commitment, energy and vision to lead our English Department. You will draw on existing strengths and have a proven track record of demonstrating school improvement over time in outcomes and performance. In addition to being an excellent classroom practitioner, you will be unfailing in your care and support for our young people and have the drive and passion to ensure they develop their abilities to the full. Supporting colleagues and encouraging innovation will be an important element of the role.

The English Department consistently strives to support all students in fulfilling their potential. Our team is defined by a commitment to innovative and challenging teaching that is highly student-centred. We strive to inspire our students through our curriculum design and to enable students of all abilities, to achieve excellence in English through our high expectations for each student.

This is an exciting opportunity to join the Westcountry Schools Trust, currently employing approximately 1500 staff and growing. We are a dynamic organisation with our students and staff at our heart. Built on an extensive track record of excellence, the Trust combines a range of secondary colleges, primary schools and business units based in a variety of sites across Devon and Cornwall.

If you are still interested there are a number of questions we need you to consider next. Are you someone who:

- believes in, and is committed to, our ambition to be world-class?
- sees working with young people as a vocation or calling rather than just a job?
- believes that improvement is continuous and that we can always learn more?

If you can say yes to all of these and you can demonstrate the dedication, skills and passion required, we look forward to receiving your application.

Application forms should be submitted to recruitment@plymouthschool.org.uk

Closing date: 9am Monday 22 March 2021

Interview date: Monday 29 March 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. An enhanced DBS disclosure is required for this post.

Leader of Learning English & Media Studies

Contract Type: 1 FTE permanent

Salary range: £36,965 - £42,780 MPR/UPR (including fringe) plus TLR 1d £14,030

Job starts: September 2021

Closing date: 9am Monday 19th April 2021

Interview date: Monday 25th April 2021

The Governors of Holy Trinity School wish to appoint a dynamic, forward-looking candidate with successful in-service teaching experience to the post of Leader of Learning English & Media. This is a superb opportunity for an excellent teacher with some experience of leadership to progress their career and lead on the development of teaching of English and its associated subjects in a good school that is striving towards excellence.

The English team are dynamic and reflective. Their outcomes have been consistently positive without being outstanding. The pandemic has presented challenges to a local community that serves Gatwick Airport but commitment to education has remained high throughout, with the school able to deliver over 5000 hours of remote lessons. As students return to face to face education literacy remains a whole school focus with the role of English within this critical.

Application forms and details about the post are attached on the TES website. More information about the post and our school is also available on the TES website. All enquiries and completed application forms with covering letter/statement should be sent to HR by the closing date or earlier.

The Holy Trinity Church of England Secondary 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 enhanced DBS disclosure is required for this post.

More information please email recruitment@hazewick.org.uk.

Please return your completed application form by 9am on Friday 19th March 2021.

Application forms and details about the post are available on the school website: www.hazewick.org

Tri Coach-ordinator for English

Full Time - Permanent | Salary: Main Pay Scale / Upper Pay Scale + TLR 2a

We are seeking to appoint an inspirational KS3 Co-ordinator for English to join our exceptional English department.

Our Vision:

- ‘Be the best you can’ is this what we ask of our pupils and staff.
- We are committed to providing the very best educational experience for our young people and invite applicants who share this commitment and want to be a part of our success story. We believe in the power of the curriculum and so intentionally have the following at the core of our practice:
  - A pragmatic approach to pedagogical practice that reduces teacher workload
  - Teaching powerful knowledge rather than parroting the knowledge of the powerful
  - CPD which is rooted in the best educational research, often with a foundation in cognitive science

The Academy is on a journey from Good to Great and appointed a new Principal in September 2020 to ensure that this objective is realised. The recruitment of a skilled and enthusiastic Teacher of Computer Science is crucial to the success of this journey.

About Us:

- We provide a world class education for boys and girls aged 11+ in a modern state of the art building that opened in September 2010.
- We provide a welcoming, caring and stimulating environment with excellent teaching facilities.
- We have pupils who strive to maximise their achievement and are fully supported by parents who work with us in partnership.
- We have excellent transport links 5 min walk from the bus stop or 7 min walk from Manor House tube station which serves the Piccadilly Line.
- We have a high-quality teaching staff fully committed to supporting pupils’ academic and personal development.
- We offer excellent opportunities for your own professional development.
- We believe qualifications open doors but are only part of the story. All children deserve a full rounded education.

Please note that this post allows substantial access to children, therefore the successful candidate will be required to apply for, and hold, an enhanced DBS Disclosure (Disclosure and Barring Service) certificate. The Academy will arrange this for you prior to you taking up your post.

We value diversity and are committed to safeguarding and promoting child welfare. The successful candidate will be subject to DBS and any other relevant employment checks.

Closing date for applications is 9am on Monday 22nd March 2021

Interviews will be held w/c 19th April 2021

Head of English

Full Time - Permanent | Salary: TLR 3c (£12,089 per annum)

Closing date: 9am Monday 19th April 2021

No AGENCIES

The Governors of Holy Trinity School wish to appoint an outstanding and innovative teacher who is passionate about teaching and learning and is committed to excellence and high student achievement

We are seeking to appoint an inspirational KS3 Co-ordinator for English to join our exceptional English department.

We aspire for all our children to have the academic knowledge necessary to enable them to progress to university, for pupils to have a love of learning and curiosity about the world, and for them to be polite, well-mannered young people who take responsibility for their choices and drive their own destinies.

We are committed to providing staff with high quality and regular CPD. All teachers and leaders have weekly coaching, a weekly whole staff training session, 12 CPD days annually and access to an extensive menu of Ark training programmes for all levels.

To apply please visit www.tes.com/jobs and submit your application by 9am on 29th March 2021.

For further information, please contact recruitment@arkjohnkeatsacademy.org. 

Start Date: September 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. An enhanced DBS disclosure is required for this post.
Deputy Director of Learning - English

Full time - Permanent
Salary: MPS / UPS plus TLR 2b
Proposed Start Date: Saturday, 01 May 2021

Do you have what it takes to nurture today’s young people and inspire tomorrow’s leaders? Do you have the drive, passion and commitment to lead and deliver outstanding learning and teaching to young people in a disadvantaged community? If so, becoming a Star leader might just be the best career move you ever make.

We’re looking for a Deputy Director of Learning - English 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.

Find out more
Please download the job description and person specification found on tes.com/jobs for further information about the role. For an informal and confidential discussion about the role please call us on 01274 614666.

Key Dates
Closing Date: Friday, 26 March 2021 at midnight
Interview Date: To be confirmed

Star Academies is committed to safeguarding, safer recruitment and promoting the welfare of pupils.

Second in Charge (2ic) of English

Full time, permanent
Salary: MPS/UPS - TLR 2b (Inner London)
Start date: September 2021

KAA is an outstanding rated 11-18 academy situated in the heart of Nusling Hill, West London. Since opening to our first Year 7s in September 2014, we have grown year by year to become one of the top new academies nationally, both in terms of academic standards for students and professional development for staff. Find out more about KAA, including our most recent exams and Ofsted success, at www.kaa.org.uk.

Closing date: 12pm, Mon 22nd March
See www.kaa.org.uk/recruitment for a full candidate pack and application form. Please send your completed application form to recruitment@kaa.org.uk.

Salesian School is seeking to appoint an exceptional individual to teach English and to assist in leading the English department. We welcome applications from those seeking promotion and experienced second in departments alike. If you are energetic, enthusiastic and love teaching children then we’d be delighted to hear from you. We are always happy to meet potential applicants prior to interview; please don’t hesitate to contact picar@salesian.surrey.sch.uk if you would like any further information or to visit this school.

The English Department at Salesian is dynamic, progressive and has Learning and Teaching at the heart of everything it does. We are exceptionally proud of our results: last year 84% of our students achieved 5-9 at GCSE in English Literature, with 42% of these grades being 7-9. In English Language, 75% of our students achieved 5-9, with 28% of these grades being 7-9.

The successful applicant will be integral in leading, implementing and driving curriculum change as well as supporting members of the department in advancing their professional practice. The development of learning and teaching will be at the core of the role and those considering the role should already be exceptional practitioners.

For more information or to apply please visit: www.tes.com/jobs
Closing date: 25th March 2021

Salesian School is committed to safeguarding and promoting the welfare of children and young people. Enhanced DBS checks will be sought prior to appointment.

Teacher of Food Preparation & Nutrition

salary: MPS/UPS
Full time, permanent
From September 2021

We are looking for a Food Preparation and Nutrition teacher to join our collaborative and supportive Design Technology Department from September 2021. The ability to offer a second subject is desirable but not essential. This role will be suitable for an NQT or someone early in their teaching career.

The ideal candidate will be passionate about teaching and learning and will have the ability to motivate students. They will be happy to work in support of a friendly team.

If you feel that you have the energy, passion, resilience and drive to be part of making The Radcliffe School outstanding we would love to have you on our team.

Please go to www.radcliffeschool.org.uk for more information about the post and an application form.

The deadline for applications is Friday 26 March 2021

We reserve the right to bring forward the closing date where we find suitable applications and we advise that applications should be submitted as soon as possible as we may choose to interview shortly after receipt.

The Radcliffe School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. This post requires an enhanced DBS disclosure. We are an equal opportunities employer.

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

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

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

Closing Date: Midnight, Friday 26th March 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.

Teacher of Geography

Up to 1 year temporary contract
Start date: September 2021
Main pay range

Do you want to work in an Outstanding School? If so, we are seeking to appoint a Teacher of Geography to join our supportive and successful Geography department. We are looking for applicants with the desire to take the next step in their career with the skills, expertise and passion to enthuse our young people to achieve across KS3 and KS4.

We welcome applications from NQTs and experienced individuals.

This is an exciting opportunity for you to shape, enjoy and develop your career in our challenging and highly supportive College environment. You will be provided with the best resourcing and a programme of professional development that will enable our learners to access consistently good and outstanding pastoral care.

Please apply via the TES website.

Application forms and further information are available on the College website at www.wightrobinson.co.uk

Applications should be returned electronically to: wrc.applications@wightrobinson.co.uk

by 9am on Monday 22nd March 2021

Wight Robinson 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 appointments are made subject to an enhanced DBS check.
Teacher of Geography (part-time)

Main Professional Scale or Upper Pay Scale
Part-time (negotiable ratio, up to around 0.4)

The Judd School is a high performing boys’ grammar school which is enriched by a mixed sixth form. Our 2015 Ofsted Report deemed us to be Outstanding in all areas. We are seeking to appoint a knowledgeable and enthusiastic established teacher or NQT to support the unique identity of our school.

Geography is a successful area at The Judd School and a popular option for boys to study at GCSE. A large number of students also continue to study the subject at A Level and university beyond. Fieldwork is a vital aspect of the curriculum and the department is committed to providing fieldwork experience as widely as possible.

Further details about the school can be found at www.judd.online. If you require any further information about the vacancy please telephone Mrs Diane O’Grady, PA to the Headteacher on 01732 373550.

Applications must be made directly through the TES website. Please ensure you complete full employment and education history, including grades achieved at all levels.

Employment type: Part-time (negotiable ratio, up to 0.4)
Salary: MPS or UPS
Closing date: Noon 24th March 2021*
Date of Interviews: w/c 29th March 2021
Position start date: September 2021

*The school reserves the right to interview candidates and appoint before the closing date. Therefore, if you are interested in applying for the role, we recommend you do not delay in submitting your application.

The Judd School is committed to the safeguarding and welfare of young people and expects all staff to share this commitment. Our commitment is underpinned by robust processes and procedures that seek to minimise risk and continuously promote a culture of safeguarding amongst our workforce.

All posts within the school are subject to an enhanced DBS check. We welcome applications from all sections of the community, regardless of gender, race, religion, disability, sexual orientation or age.


tes

Royal Liberty School

Subject Leader of Geography
Salary Main Scale (Outer London)
Plus TLRC (£2873)
Full Time. Permanent
Start date September 2021

As a result of an internal promotion, we are looking for an excellent geographer to lead our successful geography department. You will be responsible for the leadership and continued development of geography. Geography at Royal Liberty is a very popular option subject and is taught by three geographers within the humanities curriculum area. Humanities subjects are housed in their own block with a very supportive team who share good practice and all work towards a shared vision.

If you are looking to advance your career in a small, friendly supportive school and are committed to providing the very best experience for our students we would love to meet you. We welcome visitors to the school from potential applicants. Further details can be downloaded from our website www.royalliberty.co.uk or from Ms. C. Valentine, HR Assistant cvvalentine@sfl.et.co.uk. T: 01708 730141 ext: 215.

Closing Date: Monday 22nd March.
Applications can be received by email to jobapplications@sfl.et.co.uk or post by 3pm
Interviews will take place on week beginning 22nd March 2021.

Second in Charge (2ic) of Geography

Full time / Permanent
Salary: MPS / UPS + TL2A (Inner London)
Start date: September 2021

KAA is an outstanding rated 11-18 academy situated in the heart of Notting Hill, West London. Since opening to its first Year 7 in September 2014, we have grown year by year to become one of the top new academies nationally, built on the foundations of high standards, high expectations, strong leadership and personal development. KAA is Ofsted good and we are currently preparing for an Ofsted inspection in the next academic year.

We are looking for a dynamic, enthusiastic Teacher of Geography to lead our geography department. The successful applicant would be expected to take full responsibility for geography from Years 7-11.

The successful applicant will work closely with the Designated Safeguarding Lead to ensure the safeguarding of our students.

Ambitions Academies Trust (AAT) comprises schools from all sectors: mainstream (primary and secondary) and special. AAT secures outstanding achievement and improved life chances of all our pupils. All our Academies have high expectations as the focus of their work. We are strongly committed to supporting colleagues in developing their careers further and offer excellent CPD opportunities.

We currently have the following vacancy at St Aldhelm’s Academy:

Curriculum Lead - History
Post details: Full-time – permanent position
Salary Scale: Competitive salary, dependent on experience

Are you looking for your next challenge? Do you relish the chance to support colleagues to take rapid and sustained school improvement? If so, we have the perfect opportunity for you!

This is an exciting opportunity to join St Aldhelm’s Academy within Ambitions Academies Trust. Dynamic, forward thinking and absolutely committed to changing the lives of all young people, we are seeking a new colleague who will share our inclusive and positive ethos.

We are a truly comprehensive school located in the heart of our community. There are high levels of respect, support and kindness across our staff team and senior leadership.

Our mantra, ‘High Expectations lead to High Achievers’ applies to everyone who is involved in the academy, whatever their role and we place a strong emphasis on staff well-being.

This role can provide excellent preparation for a subsequent move to Senior Leadership.

Closing date for applications: 22nd March 2021
Interviews will take place week commencing: TBC
Start Date: 1st September 2021

For an application form please contact Melanie Vass, mvass@staldehms-academy.co.uk or visit http://www.ambitions-academies.co.uk/

Please note we DO NOT accept application by CV

Ambitions Academies Trust is committed to safeguarding and promoting the welfare of children. Rigorous checks will be made of the successful applicant’s background credentials, including enhanced DBS checks.

TEACHER OF GEOGRAPHY

We are seeking an enthusiastic, forward-thinking Teacher of Geography with energy, intellectual capacity and determination to join our successful and popular department, and make a difference to the lives, aspirations and opportunities of our young people.

Applications considered on receipt.

The University of Kent Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff 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).
Ambitions Academies Trust (AAT) comprises schools from all sectors: mainstream (primary and secondary) and special. AAT secures outstanding achievement and improved life chances of all our pupils. All our Academies have high expectations as the focus of their work. We are strongly committed to supporting colleagues in developing their careers further and offer excellent CPD opportunities.

We currently have the following vacancy at St Aldhelm’s Academy:

**History Teacher**

**Post details:** Permanent, full time contract with a start date of September 2021

**Salary Scale:** AAT Main or Upper Scale, depending on skills and experience

Are you looking for your next challenge? Do you relish the chance to support colleagues to take rapid and sustained school improvement? If so, we have the perfect opportunity for you!

This is an exciting opportunity to join St Aldhelm’s Academy within Ambitions Academies Trust. Dynamic, forward thinking and absolutely committed to changing the lives of all young people, we are seeking a new colleague who will share our inclusive and positive ethos. We are a truly comprehensive school located in the heart of our community. There are high levels of respect, support and kindness across our staff team and senior leadership.

Our mantra, ‘High Expectations lead to High Achievers’ applies to everyone who is involved in the academy, whatever their role and we place a strong emphasis on staff well-being.

This role will provide excellent preparation for Curriculum or Pastoral leadership.

**Closing date for applications:** Monday 22nd March 2021

Interviews will take place week commencing: TBC

**Start Date:** September 2021

For an application form or an informal discussion please contact Melanie Vass on tel: 01202 305168, email: mvass@staldhelms-academy.co.uk or visit our website http://www.ambitions-academies.co.uk/vacancies/

Please note we DO NOT accept application by CV

Pleasenote we DO NOT accept application by CV

**Application to the Disclosure and Barring Service.**

Beaconsfield High School is committed to safeguarding the welfare of all of its students and staff. All staff and volunteers to share this commitment.

**Teacher of History**

Main Pay Scale • Maternity cover (1 year) • September 2021

Beaconfield High School, an outstanding girls’ grammar school, has a rare opportunity for an energetic, inspiring teacher of History who is interested in improving their practice within a dynamic department and rewarding learning community. The ability to teach Politics too would be beneficial.

Our vision is to create a happy, high achieving learning environment where all students and staff are empowered, where they feel valued and secure, and are encouraged to aspire to be remarkable. Students are aged between 11 and 18 and study a broad, stimulating and inspiring curriculum across Key Stage 3, GCSE and A Level.

We are looking for a teacher of History. The successful applicant will communicate a love of the subject to the students. The post would suit a committed practitioner, who wants to attain the highest standards in teaching and learning.

As a school we strongly invest in the Humanities subjects. A Teacher of History will take responsibility for the teaching of this subject across all Key Stages and will help us to broaden the experiences for our students within Humanities. We are open to ideas that inspire and help our students to enjoy the subject as much as possible.

**To apply** please visit the school website www.beaconsfieldhigh.bucks.sch.uk to download an application form or apply via the TES website.

Closing date: 9am, 22 March 2021 • Interview date: 24 March 2021

Beaconfield High School is committed to safeguarding the welfare of all of its students and staff. All staff and volunteers to share this commitment.

**Closing Date:** 29 March 2021

**Salary:** GBP £26,948 - £42,780 per year (Teachers Main Pay Range to Upper Pay Range)

Required from September 2021, an enthusiastic and well qualified teacher of History to join an outstanding, innovative team. An ability to teach A Level History is essential and a knowledge or experience of the IB programmes are desirable but not essential and training will be provided, as required. There may also be an opportunity to teach A Level Politics or Citizenship.

History is one of five subject areas within the Humanities department. The department also includes Business Studies, Economics, Geography, Psychology, Sociology and Religious Studies teams. In Key Stage 3, all students study History, Geography and Religious Studies. Last year our GCSE History students achieved 94% 9-4 grades. IB Higher Students have achieved ALPs 2 for the last two consecutive years, with IB standard students scoring ALPs 1 this year. A-Level History has been ALPs 5 for the last two years.

Please see Tes.com for further information and to apply.

Closing Date: 29 March 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.
HISTORY AND RELIGIOUS EDUCATION EDUCATION TEACHER

Full time
MPS/UPS: £25,714-£41,604

We are seeking to appoint an enthusiastic, creative and inspirational individual to teach History and Religious Education. Both popular and highly successful GCSE subject choices for our pupils. This post will provide the successful applicant with a wealth of opportunities to develop their classroom practice and careers, and applications are welcomed from newly qualified teachers as well as those with more experience.

To find out more about this role, please download an application form and information pack from our website at www.sawstonsvc.org.

Applications must be submitted on the College’s application form. CVs will not be accepted. Requests for flexibility in working arrangements/patterns will be considered.

Closing date: Friday 19 March 2021 at 9.00 am

Interviews: Friday 26 March 2021

Applications will be considered after the interview day.

Apologies learning is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect all staff to share this commitment and undertake appropriate checks. Therefore, all posts within the Trust require enhanced checks to be undertaken and Barred Service checks.

We welcome applications from all irrespective of gender, marital status, disability, all age or sexual orientation.

Holi Trinity Church of England School

Teacher of History & Law

Contract Type: Full Time, Permanent
Salary Range: £26,948 - £42,780 per year (MPS/UPS)

Job start: September 2021

Closing date: 18th April 2021

Interview date: Wednesday 26th April 2021

The Governors of Holy Trinity Church of England Secondary School wish to appoint a dynamic, forward thinking candidate to teach History, across Key Stage 3 and 4 and Law BTEC at KS5. This post presents a good opportunity for either a newly qualified or more experienced practitioner to join the History Department and the wider Humanities and Languages Area. History is a popular subject at KS4. Law is a very popular subject at Key Stage 5 with the launching of BTEC in September 2020.

Applicants will need to demonstrate their commitment to the teaching of both subjects at all Key Stages. Those expecting to be paid at the upper end of the given pay range need to evidence how that is reflected in their application. This post is suitable for an experienced teacher but applications from NQT’s are also welcomed.

We intend to review applications as they are received and will call those shortlisted for an initial interview. An early application is advised as, once we have appointed, we will close the recruitment process.

Applicants are encouraged to apply even once the post is advertised on the school’s website.

All enquiries and applications should be sent to Mrs. H. Goodwin, hgoodwin@holitrinitycrwley.org.uk by the closing date earlier.

The Holy Trinity Church of England Secondary School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect all staff to share this commitment and undergo appropriate checks. Therefore, all applicants will need to undergo an enhanced DBS check and Barred List check, having asked about your suitability to work with children. Any job offer will be conditional on you having a satisfactory Enhanced Disclosure & Barring Service Criminal Records Check and Barred List Check, having the legal right to work in the UK and having satisfactory overseas criminal record checks if deemed necessary.

Closing date: 18 April 2021

Second in History

Wakefield, West Yorkshire

Required from September 2021 | MPS/UPS + TLR 2.1

We are proud that Outwood Grange Academy is rated Outstanding by Ofsted and we are delighted to be based in the cathedral city of Wakefield, near Leeds.

A National Training school for 11 years and one of the country’s first Teaching Schools. Outwood Grange Academy is a model school and a benchmark against which other academies’ progress can be judged.

The Outwood Family of Schools was born from the success of this academy, and as such, we are determined to fully support colleagues within the Family both professionally and personally.

If you share our vision, then why not join our family?

To apply, please visit: www.outwood.com > Careers.

Closing date: Midday on 22 March 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 Computer Science (p/t)**

**Main Professional Scale or Upper Pay Scale**

**Part-time up to 0.4 with potential to grow. Hours negotiable**

The Judd School is a high performing boys' grammar school which is enriched by a mixed sixth form. Our 2015 Ofsted Report deemed us to be Outstanding in all areas. We are seeking to appoint a knowledgeable and enthusiastic Teacher support the unique identity of our school. This is a fantastic time to be joining the school, as the department is at a pivotal moment in its young history. It is about to launch its A Level, after several years of self-taught classes at GCSE and A Level, then only recently with taught lessons in Years 10 and 11. We have over 100 students in Year 10 studying towards their GCSE and over 50 about to receive their grades this summer. Further details about the school can be found at www.juddonline. Please ensure you have any further information about the vacancy please telephone Mrs Diane O'Grady, PA to the Headteacher on 01732 373550.

Applications must be made directly through the TES website. Please ensure you complete full employment and education history, including grades achieved at all levels. You may replace the 'Supporting Statement' with a covering letter if you wish, of no more than 2 sides of A4.

Early applications are very much encouraged; the school reserves the right to interview before the closing date.

**Closing date:** Noon Wednesday 24th March 2021

**Date of interviews:** w/c 29th March 2021

Should you wish to visit the school or posted to the school by the closing date.  CVs will not be accepted. Closing date: 26 March 2021

**Closing Date:** 11 April 2021

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

**Salary:** MPS or UPS

**Closing date:** Noon Wednesday 24th March 2021

**Date of interviews:** w/c 29th March 2021 (however if it is possible we will interview earlier than the closing date for the right candidates)

**Position start date:** September 2021

The Judd School is committed to the safeguarding and welfare of young people and expects all staff to share this commitment. Our commitment is underpinned by robust processes and procedures that seek to minimise risk and continuously promote a culture of safeguarding amongst our workforce.

All posts within the school are subject to an enhanced DBS check. We welcome applications from all sections of the community, regardless of gender, race, religion, disability, sexual orientation or age.

**TEACHER OF COMPUTER SCIENCE AND IT**

**September 2021**

This is an exciting opportunity for an ambitious Teacher of Computer Science and IT, to join the highly collaborative team in this exceptionally successful school. We are interested in applications from teachers with commitment to teaching computer science to A Level and an interest in developing their career, including NQTs.

The school places a very high value on the special nature of this curriculum area and has a very strong track record of professional development in this Field.

We welcome pre-application visits visits to the school. Thank you for your interest. Should you wish to visit the school informally or to discuss any aspect of the advertised post before applying, please email recruitment@bennett.kent.sch.uk

Completed Application Forms should be emailed to recruitment@bennett.kent.sch.uk or posted by the school at the closing date. CVs will not be accepted.

**Date of interviews:** w/c 29th March 2021 (however if it is possible we will interview earlier than the closing date for the right candidates)

**Position start date:** September 2021

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All posts are subject to a satisfactory DBS enhanced check.
Teacher of Computer Science
Salary: Main Pay Scale / Upper Pay Scale
Full Time, Permanent
Start date: September 2021

We are seeking to appoint an inspirational Teacher of Computer Science to join our exceptional Computing and ICT department.

Our Vision:
"Be the best you can - this is what we ask of our pupils and staff.
We are committed to providing the very best educational experience for our young people and invite applicants who share this commitment and want to be a part of our success story. We believe in the power of the curriculum and so intentionally have the following at the core of our practice:

• A pragmatic approach to pedagogical practice that reduces teacher workload
• Teaching powerful knowledge rather than parroting the knowledge of the powerful
• CPD which is rooted in the best educational research, often with a foundation in cognitive science

This Academy is on a journey from Good to Great and appointed a new Principal in September 2020 to ensure that this objective is met. The recruitment of a skilled and enthusiastic Teacher of Computer Science is crucial to the success of this journey.

About Us:
• We provide a world class education for boys and girls aged 11-19 in a modern state of the art building that opened in September 2010.
• We provide a welcoming, caring and stimulating environment with excellent teaching facilities.
• We have pupils who strive to maximise their achievement and are fully supported by parents who work with us in partnership.
• We have excellent transport links: 5 min walk from the bus stop or 7 min walk from Manor House tube station which serves the Piccadilly Line.
• We have a high-quality teaching staff fully committed to supporting pupil’s academic and personal development.
• We offer excellent opportunities for your own professional development.
• We believe qualifications open doors but are only part of the story. All children deserve a full rounded education.

Please note this post allows substantial access to children, therefore the successful candidate will be required to apply for and hold, an enhanced DBS (Disclosure & Barring Services) certificate. The Academy will arrange this for you prior to your taking up your post.

To apply, please send a completed application form and monitoring form to: recruitment@skinnersacademy.org.uk

Closing date for applications is 9am on Monday 22nd March 2021
Interviews will be held w/c 9th April 2021

Head of Computing, IT & Business

Location: NUAST, Nottingham
Salary: £25,714 - £41,604 per year
(MPS/UPS plus TLR2c)
Contract: Full Time - Permanent

We are looking to appoint a dynamic Head of Computing, IT & Business 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.

This post carries a TLR on point 2c (£7,017 per annum), please see the attached job pack for more information.

To apply for this opportunity please visit: nuast.org.uk/page.php?p=vac for further details including job description.

Closing Date: 23 March 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.

Head of Maths

Netherfields, Middlesbrough
Required for September 2021 | MPS/UPS

We are proud that Outwood Academy Ormesby is rated Good by Ofsted and we are delighted to be based in the large, friendly, north-east town of Middlesbrough.

We take a holistic approach to education, valuing vocational, practical, creative, and academic qualities equally.

The Academy became part of the Outwood Family of Schools in 2015 and as part of the Outwood Grange Academies Trust we offer our colleagues extensive CPD opportunities and are committed to the Outwood vision of putting students first, raising standards and transforming lives.

If you share our vision, then why not join our family?

To apply, please visit: www.outwood.com > Careers

Closing date: Midday on 21 March 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

MPS/UPS
Full Time, Permanent
Start date: September 2021

We seek to appoint an outstanding Maths teacher who is experienced and is able to engage students through creative delivery. This is an exciting opportunity to join an ambitious and developing team, with a drive to raise attainment through quality teaching, which facilitates learning.

The Maths Faculty pride themselves in their ability to equip students with the skills and knowledge to become confident mathematicians. All of our Maths teachers have a wide range of expertise across the subject which ensures excellent engagement of pupils in lessons.

At The Hart School, the Senior Leadership Team is working closely with staff creating opportunities and developing innovative approaches to teaching. We are able to offer bespoke CPD packages to support teachers and welcome applications from teachers at all stages of their career.

If you are enthusiastic and highly motivated, relish a challenge and believe that you could contribute to our Maths Faculty, we would like to hear from you.

Closing Date
23.03.2021

To apply visit
www.hartschool.org.uk/main/hart-school/vacancies

The Hart School 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.

MPS/UPS
Salary – £27,186 - £42,192 per year

If you are enthusiastic and highly motivated, relish a challenge and believe that you could contribute to our Maths Faculty, we would like to hear from you.

Closing Date
23.03.2021

To apply visit
www.aspirationsacademies.org

The Co-operative Academies Trust, as an aware employer is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to all pre-employment checks including obtaining references, proof of eligibility to work in the UK and an enhanced DBS check.

TEACHER OF MATHEMATICS

Required Easter 2021
Fixed term (until July 2021) maternity cover
Salary – MPS/UPS

We are seeking to appoint a committed and dynamic teacher of Mathematics to join our team to cover a maternity leave from Easter 2021, fixed term until July 2021.

The Co-op Academy Manchester opened in September 2010 in a new building and is sponsored by the Co-operative Group, which is one of Manchester’s largest businesses. The culture of the Academy has a strong ethical stance, using the Co-op’s values and principles to inspire individuals in the academy to develop as global citizens.

We are looking for the successful applicant to display:

• A commitment to the values and beliefs of fairness, ambition and respect
• He/she is a good classroom practitioner and able to motivate, engage and inspire students.
• A strong commitment to the students and their progress in learning
• An ability to reflect on their own classroom practice and act on feedback.

Please download full details and an application form from our website www.cam.coop or contact Mrs C Downend, e-mail claire.downend@coopacademies.co.uk or telephone 0161 795 3005

Closing date: 24th March 2021
Interviews will be held on 26th March 2021.

Corby Education Trust

Teacher of Mathematics

MPS/UPS
September 2021 Start

High aspirations? Looking for an exciting new challenge? Our Academy is a vibrant and exciting place to work.

We are looking for an exceptional individual to play an important role in our growing Academy. The successful candidate will be an excellent Teacher of Mathematics and will also play an important pastoral role in leading a tutor group. It is an excellent opportunity for either an NQT or someone wishing to further develop their career, with development opportunities.

With great students, an outstanding team of staff, state of the art facilities, Park Academy West London offers an excellent opportunity for an ambitious, talented individual looking to develop their career.

Email completed forms to recruitment@park-aspirations.org, or call for further information on 01895430066.

Closing date for applications: Tuesday 23rd March 2021 at 12.00pm midday

Park Academy West London is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The post is subject to all pre-employment checks including obtaining references, proof of eligibility to work in the UK and an enhanced DBS check.

To apply visit
www.tes.com/jobs

The Co-operative Academies Trust, as an aware employer is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The post is subject to all pre-employment checks including obtaining references, proof of eligibility to work in the UK and an enhanced DBS check.
TEACHER OF SCIENCE
Required Easter 2021
Fixed term maternity cover
Salary – MPS/UPS

We are seeking to appoint a dynamic teacher of Science to cover maternity leave and to join our Science Department with state of the art facilities from Easter 2021, part time or full time will be considered.

The Co-op Academy Manchester opened in September 2010 in a new build and is sponsored by the Co-operative Group, which is one of Manchester’s largest businesses. The culture of the Academy has a strong ethical stance, using the Co-op’s values and principles to inspire individuals in the academy to develop as global citizens.

The successful candidate would display:
- A commitment to the values and beliefs of fairness, ambition and respect
- A strong commitment to the students and their progress in learning
- An ability to reflect on their own classroom practice and act on feedback

Please download full details and an application form from our website www.cam.coop or contact Mrs C Downend, e-mail claire.downend@coopacademies.co.uk or telephone 0161 795 3005

Closing date: 24th March 2021
Interviews will be held on 26th March 2021.

TrinityMulti-AcademyTrust is committed to safeguarding and promoting the welfare of children and young people who has excellent subject knowledge and is able to contribute to continued improvements in progress and student attainment.

Trinity Multi Academy Trust is a forward thinking, vibrant and growing trust, currently comprising of 10 academies including secondary, primary and post-16 and we have plans to grow even further in 2021.

Start date: To be discussed at Interview
Closing date: 9am, Wednesday 24 March 2021

Interviews: Week commencing 29 March 2021

We would like to invite you to take a virtual look around our Academy. You can listen to our teachers and leaders, find out more information about our curriculum areas, and explore the range of facilities. Visit halifax.trinitymat.org/working-for-us/virtual-recruitment-event now and experience what we have to offer!

In addition, for further information about this role, the benefits of working for the trust, and how to apply for this vacancy, visit our working for us page; halifax.trinitymat.org/working-for-us

Trinity Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments are subject to enhanced DBS check. We are an equal opportunities employer and want our staff profile to reflect the community we serve.

Teacher of Maths
Full Time / Permanent
Salary: GBP £35,714 - £41,604 per year (MPS/UPS)
Ref: P470
Required for September 2021

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 Teacher of Maths to join Carleton High 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 role, equating to IFTE.

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

Completed application forms should be returned by email to recruitment@patrust.org.uk no later than 10:00am on Wednesday 24th March 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-Maths
Salary: L1- L12 (£42,195 - £55,338)
Up to £10,000 recruitment and retention allowance available for an outstanding candidate

Trinity Academy Halifax is the outstanding flagship school in Trinity Multi-Academy Trust and the lead school in the Trinity Teaching School Alliance and West Yorkshire Maths Hub. It is also home of White Rose Maths an internationally renowned institution that provides resources and training for children and teachers across the world. In 2019 the academy was awarded the World Class Schools quality mark.

The academy has a relentless focus on improving and being the very best we can for students in our care. Our vision is to inspire each and every student to achieve their potential through high quality teaching, provided within an environment led by our Christian values.

Our record breaking GCSE results are evidence of the high academic achievements of our students, and are viewed as the pinnacle of the school’s success. Our Progress 8 scores place us consistently in the top 5% of all schools nationally (+0.59 in 2018 and +0.61 in 2019).

We are currently looking for a dynamic, passionate and inspirational Curriculum Leader in Maths, who has excellent subject knowledge and is able to contribute to continued improvements in progress and student attainment.

Salary: L1- L12 (£42,195 - £55,338)
Up to £10,000 recruitment and retention allowance available for an outstanding candidate

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We are currently looking for a dynamic, passionate and inspirational Curriculum Leader in Maths, who has excellent subject knowledge and is able to contribute to continued improvements in progress and student attainment.

Trinity Multi Academy Trust is a forward thinking, vibrant and growing trust, currently comprising of 10 academies including secondary, primary and post-16 and we have plans to grow even further in 2021.

Start date: To be discussed at Interview
Closing date: 9am, Wednesday 24 March 2021

Interviews: Week commencing 29 March 2021

We would like to invite you to take a virtual look around our Academy. You can listen to our teachers and leaders, find out more information about our curriculum areas, and explore the range of facilities. Visit halifax.trinitymat.org/working-for-us/virtual-recruitment-event now and experience what we have to offer!

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Trinity Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments are subject to enhanced DBS check. We are an equal opportunities employer and want our staff profile to reflect the community we serve.

SHIPLAKE COLLEGE
HENLEY-ON-THAMES

Starting September 2021

Shiplake College is seeking to appoint a dynamic Teacher of Mathematics. This is a superb opportunity to join an innovative and successful department delivering inspirational and inclusive lessons across all key stages.

The role would suit an enthusiastic teacher who is committed to the highest standards of teaching and learning; a teacher who can inspire and challenge all of our pupils. Applications are welcomed from teachers who will strive for excellence in all aspects of the mathematics curriculum. Applicants should be able to create a rigorous environment for our pupils to thrive and also be able to instil a passion for learning.

Shiplake College is situated in 45 acres of beautiful countryside on the banks of the river near Henley-on-Thames. All teachers are expected to contribute to the busy programme of co-curricular activities offered. We offer a competitive salary, a contributory pension scheme together with access to our gym and sporting facilities.

Early applications are welcomed, as the College reserves the right to appoint at any stage during the application process.

Closing date: 10am, Monday 22 March 2021.


Initial screening via video call may be used before interview.

Informal pre-application discussions and visits are welcome; please call Maria Noor on 01810 4051A. A job/person specification and an application form can be obtained from:

www.shiplake.org.uk/vacancies

Born aged 11-18, Girls In Sixth Forms, Day and Boarding IHMC, The Society of Heads, BSA

Shiplake College is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post including checks with the Disclosure and Barring Service. Shiplake College is an equal opportunities employer.
Teacher of Mathematics
Full Time, Permanent
Starting: September 2021
Salary: Teacher Pay Scale

Required from September 2021, an enthusiastic and well-qualified full-time teacher of Mathematics to teach Maths throughout the school up to A Level.

Applications are also welcome from Newly Qualified Teachers for whom the School has a well developed support programme.

The Maths Department is a strong and successful department, committed to continually improving teaching methods to provide greatest benefit to the students.

For further information please see Tes.com/jobs website

Closing date: 26th March 2021

Tesألعابنجرز، وستالفيل، أكس، إس سي 085
Tel: 01702 476026
e-mail: vacancies@whsg.info

Westcliff High School for Girls

Teacher of Mathematics
Full Time, Permanent
Starting: September 2021
Salary: GBP £32,714 – £45,000 per year (MPS/UPS (West Sussex) plus TLR2 £4,773)

Are you a teacher who is an excellent practitioner with the skills to help students excel?

Are you ambitious and self-motivated teacher who is constantly looking to improve your own teaching practice and help assist others to do the same?

Are you a leader with the vision and skills to maintain high standards, build on success and help lead a department into the next stage of its development?

Do you want to work in a popular and outstanding school where progress for all ability groups has been in the top quintile for Progress 8 from 2017-2019?

This is a rare and outstanding opportunity to join a thriving, successful and expanding, 11-16, mixed, comprehensive school set in an enviable location at the foot of the beautiful South Downs just north of Brighton. The DfE/TES report, published in January 2017, judged the School to be “outstanding” in all areas. Please visit the OFSTED or School website to read the report.

Closing date for applications: 9:00 am on Friday 26th March 2021 though we reserve the right to bring forward the closing date. Interviews are expected to be soon after the closing date. An application form and job description can be downloaded from our website http://www.downlands.w-sussex.sch.uk under “Information – Vacancies” or from our HR Office, email: mhill@downlands.org. Please ask for Mrs J pathway, a job description and application form.

Pre-application visits are encouraged and we look forward to meeting you and discussing your application.

Please contact Sarah Cuthbert (HR Manager) on 01273 847734 or by contacting Claire McKinlay, Senior HR Officer, cmckinlay@beckets.bkcat.co.uk or visit our website www.dittonparkacademy.co.uk or view our vacancies legislation.

Ditton Park Academy is the first school opened by The SACH Education Trust (Sloough Association for Secondary Headteachers) and we benefit enormously from the support and collaboration of the 13 secondary Headteachers in Slough.

We are looking to appoint a driven and conscientious Teacher of Mathematics to join our team. This is an exciting opportunity allowing you to be at the heart of shaping the future success of the school.

Please note, the closing date for applications is 09:00am Wednesday 24th March 2021

Shortlisting will take place Wednesday 24th March 2021.

Interviews will take place commencing Monday 29th March 2021.

To apply for this role, go to ‘tes.com/jobs’ click on apply now and complete the online application.

Second in Charge of Mathematics
Salary: GBP £32,714 – £45,000 per year (MPS/UPS (West Sussex) plus TLR2 £4,773)

Full Time, Permanent | Start date: September 2021

Are you a teacher who is an excellent practitioner with the skills to help students excel?

Are you ambitious and self-motivated teacher who is constantly looking to improve your own teaching practice and help assist others to do the same?

Are you a leader with the vision and skills to maintain high standards, build on success and help lead a department into the next stage of its development?

Do you want to work in a popular and outstanding school where progress for all ability groups has been in the top quintile for Progress 8 from 2017-2019?

This is a rare and outstanding opportunity to join a thriving, successful and expanding, 11-16, mixed, comprehensive school set in an enviable location at the foot of the beautiful South Downs just north of Brighton. The DfE/TES report, published in January 2017, judged the School to be “outstanding” in all areas. Please visit the OFSTED or School website to read the report.

Closing date for applications: 9:00 am on Friday 26th March 2021 though we reserve the right to bring forward the closing date. Interviews are expected to be soon after the closing date. An application form and job description can be downloaded from our website http://www.downlands.w-sussex.sch.uk under “Information – Vacancies” or from our HR Office, email: mhill@downlands.org. Please ask for Mrs J pathway, a job description and application form.

Pre-application visits are encouraged and we look forward to meeting you and discussing your application.

Please contact Sarah Cuthbert (HR Manager) on 01273 847734 or by contacting Claire McKinlay, Senior HR Officer, cmckinlay@beckets.bkcat.co.uk or visit our website www.dittonparkacademy.co.uk or view our vacancies legislation.

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We are looking to appoint a driven and conscientious Teacher of Mathematics to join our team. This is an exciting opportunity allowing you to be at the heart of shaping the future success of the school.

Please note, the closing date for applications is 09:00am Wednesday 24th March 2021

Shortlisting will take place Wednesday 24th March 2021.

Interviews will take place commencing Monday 29th March 2021.

To apply for this role, go to ‘tes.com/jobs’ click on apply now and complete the online application.
Teacher of Maths with TLR2a

Full Time, Permanent
Salary: MPS/UPS + TLR2a - £2,873.00 | Start date: September 2021

Applications are invited for a suitably qualified person to apply for the post of Teacher of Maths with TLR responsibility at Parkside School. Parkside is a highly inclusive school rated good by Ofsted. The post commences in September 2021.

Our vision for Parkside School is that Parkside School should visibly and substantively impact on the community it is embedded within. This impact should be important, meaningful and considerable. This means young people from Parkside should develop into well-rounded young people who know how to keep themselves safe. We want students to have a personal and specific hope for the future which they can articulate, believe in and share with others; students who can empathise, critique, protect, love, inspire, make, design, explore and understand; students who are willing to try things they have never done before, do things they don’t want to do and be willing to reinvent themselves to become the best that they can be.

Unfortunately, due to the COVID-19 situation we are not arranging visits to the school. If you would like to have an informal phone conversation about this role with the Head of Faculty Mr Lee Shepherd please contact him on lee.shepherd@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 Thursday 15th April 2021 at 10:00 am.

Interviews for successfully shortlisted candidates will be undertaken Friday 23rd April 2021

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.

Teacher of MFL German (with French/Spanish)

Salary: GBP £25,714 - £41,004 per year (MPS/UPS)
Part Time - Maternity Cover
Required: March or April 2021

We are looking to recruit a dynamic, skilled and creative Curriculum Leader who is passionate about Modern Foreign Languages education. With responsibility for managing the Modern Foreign Languages team you will need strong leadership and interpersonal skills that promote high quality teaching. You will be responsible for the development and management of this forward thinking department.

If this role is of interest to you and you can contribute to our future success, an application pack is available on our website: www.highburygrove.cola.org.uk/staff-vacancies

Completed forms should be emailed to hr@highburygrove.cola.org.uk

Closing date: Wednesday 24 March 2021, 9am
Interviews will take place before Thursday 1 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.

Curriculum Leader for Modern Foreign Languages

Grade: Inner London Pay Scale + TLR (b) £30,205 p.a.
Start date: September 2021

We are looking to recruit a dynamic, skilled and creative Curriculum Leader who is passionate about Modern Foreign Languages education. With responsibility for managing the Modern Foreign Languages team you will need strong leadership and interpersonal skills that promote high quality teaching. You will be responsible for the development and management of this forward thinking department.

If this role is of interest to you and you can contribute to our future success, an application pack is available on our website: www.highburygrove.cola.org.uk/staff-vacancies

Completed forms should be emailed to hr@highburygrove.cola.org.uk

Closing date: Wednesday 24 March 2021, 9am
Interviews will take place before Thursday 1 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.

Teacher of Media Studies

Salary: Inner London Pay Scale plus TLR2A
Start date: September 2021

We are a ‘popular and oversubscribed’ (Ofsted), mixed, multi-ethnic 11-19 comprehensive school of 1,500 students. We require, from September 2021 a Teacher in charge of Media Studies to join our ‘diverse and harmonious learning community’ (Ofsted). Our students make excellent progress supported by teaching, learning and assessment of the highest standard. Students are ‘extremely complimentary about their school and the staff who work with them. They want to do well, regularly attend and work hard.’ (Ofsted)

We are actively committed to partnership work within London and further afield and work with a number of schools and organisations each year supporting the development of strong practice. We offer a supportive and vibrant learning community, outstanding CPD and the opportunity for collaborative working.

To apply, please visit: www.brentsidehigh.sch.uk for more details of this post or contact the school to request an information pack.

Closing date: 26th March 2021

Curriculum Leader for Modern Foreign Languages

Grade: Inner London Pay Scale + TLR (b) £30,205 p.a.
Start date: September 2021

We are looking to recruit a dynamic, skilled and creative Curriculum Leader who is passionate about Modern Foreign Languages education. With responsibility for managing the Modern Foreign Languages team you will need strong leadership and interpersonal skills that promote high quality teaching. You will be responsible for the development and management of this forward thinking department.

If this role is of interest to you and you can contribute to our future success, an application pack is available on our website: www.highburygrove.cola.org.uk/staff-vacancies

Completed forms should be emailed to hr@highburygrove.cola.org.uk

Closing date: Wednesday 24 March 2021, 9am
Interviews will take place before Thursday 1 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.

Teacher of MFL German (with French/Spanish)

Salary: GBP £25,714 - £41,004 per year (MPS/UPS)
Part Time - Maternity Cover
Required: March or April 2021

We are looking to appoint a highly motivated and enthusiastic teacher of Modern Languages to join our distinctive and energetic school. You will be a dynamic and supportive team player able to teach KS3 to KSS. A TLR 2C is available for a suitable candidate looking to take on more responsibility in the department.

De Aston is part of the Lincoln Teaching Schools Alliance. We are a school that operates a growth mindset philosophy and is driven by evidence-based learning.

For further information and how to apply, please visit: www.deatonschool.co.uk

Closing date: 26th March 2021

De Aston School
TEACHER OF MFL
Redcar, North Yorkshire | Required from September 2021 | MPS/UPS

We are an 11-18 academy, based in the coastal town of Redcar in the north-east, near Middlesbrough.

We are focused on creating a culture of success, a positive climate for learning, and increased attainment, achievement and social and emotional development.

The Academy became part of the Outwood Family of Schools in 2017 and as part of the Outwood Grange Academies Trust we offer our colleagues extensive CPD opportunities and are committed to the Outwood vision of putting students first, raising standards and transforming lives.

If you share our vision, then why not join our family?

To apply, please visit: www.outwood.com > Careers.

Closing date: Midday on 1 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.

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Teacher of Modern Languages, ideally French and German with French to Key Stage Four

Salary: GBP £25,714 - £41,604 per year (MPR/UPR (West Sussex))

Full Time, Permanent | Start date: September 2021

Are you a teacher who is an excellent practitioner with the skills to help students excel?

Are you ambitious and self-motivated teacher who is constantly looking to improve your own teaching practice and help assist others to do the same?

We are seeking to appoint an enthusiastic and inspiring teacher to join our committed and supportive Languages Department. The successful candidate will be creative and imaginative with a proven record of excellence in the classroom.

The ability to teach two languages to Key Stage Four, would be an advantage.

Closing date for applications: 9:00 am on Friday 26th March 2021 though we reserve the right to bring forward the closing date. Interviews are expected to be soon after the closing date.

An application form and job/person specification can be downloaded from our website http://www.downlands.w-sussex.sch.uk under “Information – Vacancies” or from our HR Officer email: mhill@downlands.org. Phone 01273 847734.

Pre-application visits are encouraged and we look forward to meeting you and receiving your application.

Applications to the Headteacher, Jonathan Morrell, to include school application form, covering letter and full contact details of two referees quoting reference 523.

Closing date: 19 March 2021

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Teacher of Spanish - Maternity Cover

Pay Range: Teachers Main/Upper Pay Scale

Salary from £25,714 - £41,604 (Point M1 – U3)

Start Date: May 2021 - Fixed Term until May 2022

We are seeking an outstanding individual to join Paxman Academy in Colchester. The school opened to Year 7 students in September 2019 and is a co-educational, fully comprehensive 11-16 academy with a PAN of 180. It is a heavily oversubscribed school which is held in high regard in the community.

We are seeking to appoint an ambitious Teacher of Spanish who will exhibit passion for their subject and instil a love of learning.

We’re looking for you if you have:

• Qualified Teacher Status and Relevant Degree.
• Experience of teaching within the subject area in Key Stages 3 and 4.
• Knowledge of the National Curriculum for their subject.
• Commitment to safeguarding and child protection.
• The ability to plan and teach effectively using a variety of strategies.

• Flexibility, energy, are adaptable and have the ability to use initiative.
• Excellent interpersonal skills with both adults and children.
• High aspirations and expectations for their students and themselves.

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 and return it to recruitment@sigmatrust.org.uk quoting reference S23. Please read the Notes for Applicants document attached on Tes.com

Closing date: Midnight, Thursday 25th March 2021

The Sigma Trust is committed to safeguarding and protecting the children and young people that we work with. All posts are subject to an enhanced DBS check and evidence of qualifications and experience.

We are committed to advancing equality and diversity and ensuring that the children and young people in our care are provided with the highest quality services and experiences.

Applications are encouraged from all sections of the community.

Closing date: Wednesday 31st March 2021

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Teacher of French and Spanish

Required for September 2021 an enthusiastic, successful languages teacher and motivator, who is also a team player, to join this dynamic, forward thinking MFL department at this popular, 11-18 all ability co-educational school.

Candidates should be an excellent linguist ideally able to teach both French and Spanish.

This post would be suitable for an NQT.

Our ideal candidate will:

• Have a passion for the subject and the ability to share this will 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 Morrell, to include school application form, covering letter and full contact details of two referees applications@queens.herts.sch.uk

Closing date: 19 March 2021

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How to recruit great teachers for your school

1000s of potentially amazing teachers are being locked out from joining your school.

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show me how: tes.com/school

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Tes Jobs 19 MARCH 2021

SECONDARY EDUCATION
**Teacher of Modern Foreign Languages (French and/or Spanish)**

**Full Time, Permanent**

**Salary: competitive**

**Start date: September 2021**

In this rapidly expanding ‘Good’ school, we need an inspirational French and/or Spanish specialist to join our Modern Foreign Languages (MFL) department from September.

We are a highly supportive school with strong subject and senior leadership to help you develop. We are looking for a highly ambitious, committed and dynamic professional to join our MFL department who is passionate about their subject and is very keen to uphold this important and foundational element at Trinity. You do not have to be a Christian to join us but be sympathetic to our Christian values.

If you would like any further information, arrange a visit or an informal discussion please contact Mrs E Perrin, HR Lead at vacancies@theacademy.me or click on the Apply Now Button on Tes.com.

**Closing date: 25 March 2021**

Our commitment to safeguarding and promoting the welfare of our children will be reflected throughout the recruitment process and the successful applicant will be subject to an enhanced DBS check.

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**Teacher of MFL - French and Spanish**

**Full time - Permanent**

**Salary: MPS/UPS**

**Proposed Start Date: Saturday, 01 May 2021**

Do you have what it takes to nurture today’s young people and inspire tomorrow’s leaders? Do you have the drive, passion and commitment to deliver outstanding learning and teaching to young people in a disadvantaged community? If so, becoming a Star teacher might just be the best career move you ever make.

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.

**Find out more**

Please download the job description and person specification found on tes.com/jobs for further information about the role. For an informal and confidential discussion about the role please call us on 01274 614855.

**Key Dates**

**Closing Date:** Thursday, 25 March 2021

**Interview Date:** To be confirmed

Star Academies is committed to safeguarding, safer recruitment and promoting the welfare of pupils.

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**Teacher of Spanish**

**MPS**

**Full Time / Part Time, Permanent**

**Start date:** September - Autumn term 2021

The Boswells School is looking to appoint an enthusiastic and dedicated teacher of Spanish. We are looking for the successful candidate to deliver high quality Spanish lessons to develop an already strong provision within our Modern Foreign Languages Faculty. For the successful candidate, there may also be an opportunity to teach A Level, although this is not essential.

This position offers an excellent opportunity for an NQT or an experienced teacher in a Faculty full of experience and expertise. You will be joining a school with enthusiastic and dedicated leaders at senior and middle leadership levels and a commitment to the professional development and well-being of staff. The Boswells School is keen to embrace an approach that is centred on teaching and learning and the academic attainment for our students.

The Boswells School is an 11-18, very successful, popular and oversubscribed school in the Springfield area of Chelmsford, Essex. We have a track record of outstanding academic success. This is an excellent opportunity to join a high achieving, successful and popular school.

**Closing date:** Monday 22nd March 2021

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**Head of Languages**

**Salary: MPS/UPS + TLR 2c**

**Required: September 2021**

Buile Hill Academy is an 11-16, co-educational, fully comprehensive community school, serving the inner-city community of Salford, with approximately 750 students on role. Our core mission of ‘Opportunities for All’ provides our Buile Hill family with a positive culture in which they all have the chance to be successful. We are a school that has high expectations and aspirations for everyone!

This role is an exciting opportunity to join a rapidly improving school and be part of a growing Trust, with a genuine commitment to partnership and collaboration. As the school progresses on its journey to improved outcomes, the school is seeking to appoint a Head of Languages.

This post is an excellent opportunity for language teachers who are ready to lead a dynamic and improving Languages Department.

You will be an ambitious and innovative practitioner, who will build on the excellent reputation of Buile Hill Academy within the local area and work collaboratively with colleagues throughout the Languages Department to create a strong and positive Department.

If this sounds like you, and you would like to work for an innovative and collaborative Trust, please visit www.joinconsiliumacademies.co.uk or click ‘The Roles’ tab, select the preferred role then ‘find out more’, scroll down the page, complete the blue registration box and click send. A link will then be available on the page with the relevant forms embedded for you to download.

To arrange an informal and confidential conversation please email the team at SatisEducation on k.warn@consilium.satiseducation.co.uk.

**Closing date for applications is Monday 12th April 2021 at 12pm.**

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**Teacher of MFL – Spanish and French**

**TLR 2b, MPS/UPS**

**Part Time • Required September 2021**

We are seeking to appoint an enthusiastic, dynamic and motivational individual to teach Spanish and French. The right candidate will help provide a supportive, stimulating environment and share our high expectations of achievement for all our children.

We place great emphasis on staff professional development and we offer outstanding training and support. As a thriving and developing school we seek to develop leadership internally with a variety of TLR responsibilities.

Please download the application form from the school website: www.coxgreen.com

Please return your application form to Karen Warner: k.warner@coxgreen.com

**Closing date:** 8am, 22 March 2021

**Interview Date:** To be confirmed

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**teacher@modernlanguageseducation.org**

**Secondary Education**

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**Trinity School Sevenoaks**

**MFL Teacher (Spanish)**

**Full Time, Permanent**

You will be committed to the development and progress of students, able to facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential and you will be the sort of person who enjoys a collaborative team working style, relishes a challenge and is resilient.

The right candidate will have 2-3 years experience of teaching Spanish to KS5 with a proven track record of success. The ability to teach more than one subject would support candidates in securing a longer term position.

For further information, contact Mrs E Perrin, HR Lead at vacancies@theacademy.me or email hr@trinitysevenoaks.com

**Closing date:** 25 March 2021

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**The Aylesbury Vale Academy**

**Teacher of MFL - French and Spanish**

**Full time - Permanent**

**Salary: MPS/UPS**

**Proposed Start Date: Saturday, 01 May 2021**

Do you have what it takes to nurture today’s young people and inspire tomorrow’s leaders? Do you have the drive, passion and commitment to deliver outstanding learning and teaching to young people in a disadvantaged community? If so, becoming a Star teacher might just be the best career move you ever make.

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.

**Find out more**

Please download the job description and person specification found on tes.com/jobs for further information about the role. For an informal and confidential discussion about the role please call us on 01274 614855.

**Key Dates**

**Closing Date:** Thursday, 25 March 2021

**Interview Date:** To be confirmed

Star Academies is committed to safeguarding, safer recruitment and promoting the welfare of pupils.

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**Starbank School**

**Teacher of Spanish**

**MPS**

**Full Time / Part Time, Permanent**

**Start date:** September - Autumn term 2021

The Boswells School is looking to appoint an enthusiastic and dedicated teacher of Spanish. We are looking for the successful candidate to deliver high quality Spanish lessons to develop an already strong provision within our Modern Foreign Languages Faculty. For the successful candidate, there may also be an opportunity to teach A Level, although this is not essential.

This position offers an excellent opportunity for an NQT or an experienced teacher in a Faculty full of experience and expertise. You will be joining a school with enthusiastic and dedicated leaders at senior and middle leadership levels and a commitment to the professional development and well-being of staff. The Boswells School is keen to embrace an approach that is centred on teaching and learning and the academic attainment for our students.

The Boswells School is an 11-18, very successful, popular and oversubscribed school in the Springfield area of Chelmsford, Essex. We have a track record of outstanding academic success. This is an excellent opportunity to join a high achieving, successful and popular school.

**Closing date:** Monday 22nd March 2021

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**St Benet’s School**

**Teacher of Spanish**

**MPS**

**Full Time / Part Time, Permanent**

**Start date:** September - Autumn term 2021

The Boswells School is looking to appoint an enthusiastic and dedicated teacher of Spanish. We are looking for the successful candidate to deliver high quality Spanish lessons to develop an already strong provision within our Modern Foreign Languages Faculty. For the successful candidate, there may also be an opportunity to teach A Level, although this is not essential.

This position offers an excellent opportunity for an NQT or experienced Languages teacher, who can teach French at KS3 and KS4 level. Preferably, the candidate can also teach Spanish at KS3 level.

Working collaboratively as part of the established Languages Team, you will be part of the delivery & development of Languages across KS3, 4 & 5. The successful candidate will be visionary, innovative, collaborative & driven to ensure the success of all students.

Debden Park High School is a heavily oversubscribed Outstanding Academy that Ofsted judged to be Outstanding in January 2017. We constantly achieve outstanding outcomes for our students and we are immensely proud of their successes. Our Sixth Form opened in September 2015 and moved into its own building in September 2016. The Sixth Form currently has 180 students in it and is growing year on year.

For further information or an application pack, please email: djam@debdenparkhighschool.org or visit our website www.debdenparkhighschool.org

**Closing date:** Monday 22nd March 2021
**Teacher of Music**

**Full Time / Permanent**

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

**Ref:** P472

**Required for September 2021**

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 Teacher of Music to join Carleton High 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 role, equating to 1FTE.

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

Completed application forms should be returned by email to recruitment@patrust.org.uk no later than 10:00am on Monday 12th April 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 safeguarding all 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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**Temporary Teacher of Music**

**(to cover maternity leave)**

**Full Time, Temporary**

**Salary:** GBP £25,714 - £41,604 per year (MPS 1 to UPS 3)

**Starting:** 19th April 2021

Apply now to join our Outstanding school. The successful candidate should be confident to teach at Key Stages 3, 4 and 5. We are happy to accept applications from NQTs and experienced teachers.

This is an excellent opportunity for an ambitious professional to join our team of committed staff who ‘have excellent knowledge, both of their subject and of the way students are assessed.’ (Ofsted). Exceptional professional development opportunities, that take account of experience and ambition, exist within the school itself linked to our successful Teaching School.

We can offer you the opportunity to advance your career within a supportive academy environment. You will be part of an academy chain established in developing practitioners and nurturing excellent future leaders. Our Teaching School Alliance provides a range of bespoke courses and qualifications, including our Aspiring Leaders NPQML and NPQSL programmes to help you achieve your ambitions. Additional responsibilities will be available for an exceptional candidate.

**How to apply:**

Click the 'Apply now' button on www.tes.com/jobs to complete the application form.

**Closing date:**

Completed application forms must be submitted by 19th March 2021

If you have any questions about this opportunity, please contact us via our email address or call to arrange a conversation – Mrs Nicky Holland, HR Manager & Head’s PA. n.holland@thepolesworthschool.com

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The above post is subject to a satisfactory DBS Enhanced Disclosure Certificate with Barred List check. We will contact the Disclosure and Barring Service.

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**ASSISTANT HEAD OF MODERN FOREIGN LANGUAGES**

**Inner London Area**

Main pay range (£32,157 - £42,624), Upper pay range (£46,971 - £52,108)

**TLR 2b (£4,728)**

**Required:** September 2021

- Are you passionate about teaching Modern Foreign Languages?
- Are you eager to develop your leadership experience?
- Are you committed to making a difference to the lives of young people in Hackney?

This is a fantastic opportunity for you to join our happy and successful team. We welcome applications from excellent teachers with the experience, or potential, to assist in leading our Modern Foreign Languages faculty.

The successful candidate will:

- Have a love of languages.
- Have the ability to teach French and Spanish.
- Have experience of teaching, or willingness to train to teach either, a Level French or Spanish.
- Possess leadership skills/qualities.

Clapton Girls’ 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 DBS checked at an enhanced level before any offer is made.

Please note that CVs or incomplete application forms will not be considered. All other applications will be considered; however, only those that are shortlisted will be contacted. Clapton Girls’ Academy reserves the right to close adverts earlier than the stated deadline.

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**Subject Leader:**

**German - TLR 2c**

**Full Time / Permanent**

**Salary:** GBP £26,948 - £42,780 per year (Teachers Main Pay Range to Upper Pay Range. Plus TLR 2c £7,017 per annum)

Required for September 2021, an enthusiastic and well qualified teacher of German to lead and manage this subject specialism within our successful Languages Department. The person appointed will be expected to teach across the age and ability range up to and including A Level and the International Baccalaureate.

In 2020, 79% of our GCSE cohort achieved grades 9-4 with an ALPS grade 3. Our Sixth Form students achieved A level 86% A*-B with ALPS grade 2, 18 Higher 100% grades 7-5 with ALPS grade 7 and IB Standard 75% grade 7-5 with ALPS grade 6.

This is an ideal opportunity for someone who would like experience of leadership and management within a large Languages department. The nature and philosophy of the school makes this an exciting opportunity for a Modern Linguist.

For an application form and further information about this post please go to our website www.aesessex.co.uk

Emailed applications forms should be sent to: recruitment@aesessex.co.uk.

**Closing Date:** 29th March 2021
TEACHER OF MUSIC

MPS/UPR • Required for September 2021

This is an incredibly exciting time for Brakenhale School now we have moved into our new building in January 2020. We have worked hard to create a dynamic learning environment under the direction of the Headteacher, Jane Coley since April 2015 and the following year joined the high achieving and progressive Greenshaw Learning Trust. We are a community focused school, with a firm commitment to providing professional development opportunities for our staff and a passionate belief that every student in our school matters.

We have an exciting opportunity for an experienced, committed and enthusiastic Music Teacher to join our Performing Arts department. The successful candidate will join a team who are passionate about engaging and inspiring young people in their learning. We are looking to recruit a colleague with both the commitment and relevant skills to drive our raising standards agenda across the whole ability range.

If you feel you have the qualities to join the Headteacher and the Senior Leadership Team we would love to hear from you. Visits to the school are warmly welcomed and encouraged, please contact the HR Department, on 01344 423041 to arrange a time to come and meet us or talk to the Headteacher before interview.

Closing date: Wednesday 31 March 2021

The Brakenhale School is committed to safeguarding and promoting the welfare of children and young people. It is essential that all members of staff and volunteers share this commitment. An enhanced DBS disclosure is required for all posts.
Westcliff High School for Girls

Kenworth Gardens, Westcliff On Sea, Essex SS0 0BS
Tel: 01702 476026
email: vacancies@whsg.info

Teacher of Girls
PE Full Time

Full Time, Permanent
Starting: September 2021
Salary: Teacher Pay Scale

Required from September 2021, an enthusiastic and well-qualified full-time teacher of Girls PE teach PE throughout the school.

Applications are also welcome from Newly Qualified Teachers for whom the School has a well developed support programme.

The PE Department is a strong and successful department, committed to continually improving teaching methods to provide greatest benefit to the students.

For further information please see Tes.com/jobs website
Closing date: 26 March 2021

Reclaim your evenings
Save planning time with teacher-made resources from tes.com/resources

Key Stage Leader

Full Time / Permanent
Salary: GBP £15,714 - £41,604 per year (MPS/UPS plus TLR2c-d)
Ref: P469

Required for September 2021

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 geographical 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 Key Stage Leader to join Carleton High School. This candidate will be responsible for strategically leading the direction and development of the quality of education of students in a specific phase of learning in accordance with the aims and objectives of the academy. They will also be responsible for raising standards of students, by monitoring student attainment, standards and progress, and putting intervention strategies in place where needed to ensure excellent student progress.

This is a permanent role, equating to 1FTE.

You can access the Trust’s Strategic Plan 2020-22 here:

Completed application forms should be returned by email to recruitment@patrust.org.uk no later than 10.00am on Wednesday 24th March 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. Key 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.

Temporary Teacher of PE Summer term 2021 0.6 FTE

Salary: GBP £25,714 - £41,604 per year (MPS/UPR (West Sussex))

Part Time, Fixed Term | Start date: 15/4/2021

Do you have a passion for PE with the skills to help students excel in many areas of the PE and Dance curriculum?

Do you want to work in a school that is committed to providing high quality extra-curricular sports opportunities for pupils?

Are you ambitious and self-motivated teacher who is constantly looking to improve your own teaching practice and help assist others to do the same?

This is a rare and outstanding opportunity to join a thriving, successful and expanding, 11-16, mixed, comprehensive school set in an enviable location at the foot of the beautiful South Downs just north of Brighton where pupils thoroughly enjoy languages.

Closing date for applications: 9.00 am on Friday 26th March 2021 though we reserve the right to bring forward the closing date. Interviews are expected to be soon after the closing date.

An application form and job/person specification can be downloaded from our website
http://www.downlands.w-sussex.sch.uk under “Information – Vacancies” or from our HR Officer email: mhill@downlands.org.

We are seeking to appoint an outstanding PE teacher for an exciting opportunity to work in a supportive and energetic school across KS3-8.

We are looking for a candidate who:
• is an outstanding teacher
• is highly organised, motivational and flexible
• is an inclusive individual, with high expectations of all students and who is committed to all students reaching their full potential
• is dedicated to raising standards and working in partnership with others.

Please see Tes.com for further information.

As this role will involve contact with children we will take up at least two references before interview asking about your suitability to work with children. Any job offer will be dependent on you having a satisfactory Enhanced Disclosure & Barring Service Criminal Records Check and Barred List Check. Among the legal right to work in the UK and having satisfactory overseas criminal records checks if deemed necessary.

Closing Date: 18 April 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 & Barring Service check.
The Brakenhale School, Rectory Lane, Bracknell, RG12 7BA
form or information.
recruitment@plymstockschool.org.uk
and click on Job Vacancies or email

Keeping Children Safe in Education

The Trust is committed to safeguarding and promoting the welfare of young people and expect all staff to share this commitment. This post is subject to an enhanced disclosure via the Disclosure and Barring Service.

An Enhanced DBS disclosure is required for this post.

Closing date: 9am Monday 22 March 2021
Interviews will take place: 26 March 2021.
Applications submitted via email should be sent to Mrs Anna Summerfield at
asummerfield@swbgs.com

The School is committed to safeguarding and promoting the welfare of children and young people and we expect all staff to share this commitment. This post is subject to an enhanced disclosure via the Disclosure and Barring Service.

From September 2020 the children of staff with two or more years of service, will be given priority in the oversubscription criteria in the admissions policy.

Interview date: Wednesday 31 March 2021
**TEACHER OF RELIGIOUS STUDIES, PSYCHOLOGY/CRIMINOLOGY**

MPS/UPR • Required for September 2021

This is an incredibly exciting time for Brakenhale School now we have moved into our new building in January 2020. We have worked hard to create a dynamic learning environment under the direction of the Headteacher, Jane Coley since April 2015 and the following year joined the high achieving and progressive Greenshaw Learning Trust.

We have an exciting opportunity for an experienced, committed and enthusiastic Religious Studies, Psychology and Criminology Teacher to join our Humanities department. We would be interested in hearing from anybody who can teach one, two or all of any subject combinations. The successful candidate will join a team who are passionate about engaging and inspiring young people in their learning. We are looking to recruit a colleague with both the commitment and relevant skills to drive our raising standards agenda across the whole ability range.

If you feel you have the qualities to join the Headteacher and the Senior Leadership Team we would love to hear from you. Visits to the school are warmly welcomed and encouraged, please contact the HR Department, on 01344 423041 to arrange a time to come and meet us or talk to the Headteacher before interview.

Closing date: Wednesday 31 March 2021

The Brakenhale School is committed to safeguarding and promoting the welfare of children and young people. It is essential that all members of staff and volunteers share this commitment. An enhanced DBS disclosure is required for all posts.

[www.brakenhale.co.uk](http://www.brakenhale.co.uk)  The Brakenhale School, Rectory Lane, Bracknell, RG12 7BA

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**Teacher of Religious Education**

(in charge of Key Stage 3)

Full Time, Permanent

Required from September 2021

MPS or UPS salary scale (£25,714 - £41,604 per annum)

Are you an outstanding teacher of RE?

Are you committed to providing the best curriculum and lessons for our students in order that they can achieve well?

Are you committed to provide the best lessons for our students in order that they can achieve well?

If the answer to the questions above is yes, Light Hall could be the school for you.

We are seeking an outstanding candidate as Lead Teacher of RE to work in close partnership with our Subject Leader of RE to secure the very best outcomes for students at our school with particular focus on Key Stage 3 achievement.

In return, we can offer you students who are enthusiastic about RE, are keen to learn and who demonstrate excellent conduct and behavior for learning, a team of dedicated and enthusiastic teachers and excellent resources.

The successful candidate will have access to a range of CPD opportunities including leadership qualifications.

visiting our school website [www.lighthall.co.uk](http://www.lighthall.co.uk) to download a candidate pack and application form

You may look at our virtual tour at the link here [https://www.lighthall.co.uk/virtual-tour](https://www.lighthall.co.uk/virtual-tour)

Visiting the school - please contact Anna Williams, Personnel Assistant on 0121 746 5060 or email awilliams@lighthall.co.uk if you need any further information

Closing date: 09.00am on Monday 29 March 2021

We look forward to hearing from you.

‘The best from everyone, all of the time’

Light Hall School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.

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**Chaplain**

£26,346 - £40,803 per annum, depending on teaching experience, non-teaching salary is £29,054 per annum

Christ’s Hospital is the UK’s leading charitable School and largest bursary charity. We are seeking to appoint an outstanding Chaplain to work with our Senior Chaplain and Graduate Assistant Chaplain, at an exciting stage in the development of our mission. The ideal start date is September 2021, but we will consider waiting until January 2022 in order to appoint the right candidate.

This is a wonderful opportunity for an ordained Anglican priest to play a significant part in developing the Chaplaincy provision in a community which has Christian principles at its very heart and is at the cutting edge of enabling social mobility through education.

For further information and to apply please visit our website [www.christs-hospital.org.uk/about-ch/vacancies](http://www.christs-hospital.org.uk/about-ch/vacancies)

Closing date: 9am, Tuesday 6 April 2021

Interviews will take place:

w/c Monday 12 April 2021

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**Teacher of Religious Education and Geography**

Full Time, Permanent

Salary: MPS / UPS Additional

Required from September 2021

The Governing Board is seeking to appoint an enthusiastic and well-qualified teacher of Religious Education and Geography from September 2021.

The successful candidate will be a Religious Education specialist with some experience of teaching Geography. RE is taught across the 11-18 age range, while Geography is currently taught across Key Stage 3 and 4. We hope to to expand our Geography curriculum to include Key Stage 5 Geography in the near future, and as such, the ability to deliver Geography to A Level standard will be an advantage.

The successful candidate will model at least good teaching practice and will be able to engage and inspire students of all abilities both in and out of lessons. They will also be keen to contribute to the school’s extra-curricular life to enhance the opportunities available to our students. A bespoke CPD programme will be tailored to their needs.

Closing Date:

29th March 2021.

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Shortlisted candidates only will be contacted for interview which will take place shortly after the deadline.

St. John Fisher Catholic Comprehensive School is an Equal Opportunities Employer, committed to safeguarding and promoting the welfare of all students. Any offer of appointment will be subject to satisfactory references and an enhanced DBS check will be required for all successful applicants.
St John’s School is an HMC Day and Boarding School with over 800 boys and girls aged 11 – 18 years
stjohnsleatherhead.co.uk

TEACHER OF SCIENCE

Required from September 2021

Outwood Grange Academies Trust seeks applications from outstanding applicants with integrity, imagination and energy for this rewarding role.

This is a fantastic opportunity for enthusiastic, driven professionals to join our Family of Schools. An excellent knowledge and understanding of the subject is essential. You must possess the skills and determination to make a significant difference to the lives of our students and share our single goal of ‘students first’. Applications are invited from both newly qualified and experienced professionals.

To apply, please visit: www.outwood.com > Careers.

Closing date: Midday on 21 March 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 Science with Physics Specialism

Full Time, Permanent
Salary: MPS / UPS
Required from September 2021

The Governing Board is seeking to appoint an enthusiastic and well-qualified Teacher of Science to work as part of a well-established and successful Science team from September 2020. The candidate will ideally be able to teach Physics to A level or be willing to learn, but all candidates will be considered.

The Science department has seen lots of success in both pupil outcomes and Progress 8 in the past few years and would look to continue these positive trends. Time has been dedicated to upskilling the team in pedagogy and curriculum knowledge. This has resulted in an innovative and creative department who use evidence based practice to develop their teaching and curriculum design.

We are happy to offer visits and informal discussions of the role: please contact c.dixon@stjohnfisher.school for further information. Interviews will take place during the week beginning 29th March 2021.

Closing Date: Wednesday 24th March 2021.

Shortlisted candidates only will be contacted for interview which will take place shortly after the deadline. St. John Fisher Catholic Comprehensive School is an Equal Opportunities Employer, committed to safeguarding and promoting the welfare of all students. Any offer of appointment will be subject to satisfactory references and an enhanced DBS check will be required for all successful applicants.

Teacher of Science with Biology specialism

Full Time, Permanent
Salary: MPS / UPS
Required from September 2021

The Governing Board is seeking to appoint an enthusiastic and well-qualified Teacher of Science to work as part of a well-established and successful Science team from September 2020. The candidate will ideally be able to teach Biology to A level or be willing to learn, but all candidates will be considered.

The Science department has seen lots of success in both pupil outcomes and Progress 8 in the past few years and would look to continue these positive trends. Time has been dedicated to upskilling the team in pedagogy and curriculum knowledge. This has resulted in an innovative and creative department who use evidence based practice to develop their teaching and curriculum design.

We are happy to offer visits and informal discussions of the role: please contact c.dixon@stjohnfisher.school for further information. Interviews will take place during the week beginning 24th March 2021.

Closing Date: Wednesday 24th March 2021.

Shortlisted candidates only will be contacted for interview which will take place shortly after the deadline. St. John Fisher Catholic Comprehensive School is an Equal Opportunities Employer, committed to safeguarding and promoting the welfare of all students. Any offer of appointment will be subject to satisfactory references and an enhanced DBS check will be required for all successful applicants.

Teacher of Science with Chemistry specialism

Full Time, Permanent
Salary: MPS / UPS
Required from September 2021

The Governing Board is seeking to appoint an enthusiastic and well-qualified Teacher of Science to work as part of a well-established and successful Science team from September 2020. The candidate will ideally be able to teach Chemistry to A level or be willing to learn, but all candidates will be considered.

The Science department has seen lots of success in both pupil outcomes and Progress 8 in the past few years and would look to continue these positive trends. Time has been dedicated to upskilling the team in pedagogy and curriculum knowledge. This has resulted in an innovative and creative department who use evidence based practice to develop their teaching and curriculum design.

We are happy to offer visits and informal discussions of the role: please contact c.dixon@stjohnfisher.school for further information. Interviews will take place during the week beginning 29th March 2021.

Closing Date: Wednesday 24th March 2021.

Shortlisted candidates only will be contacted for interview which will take place shortly after the deadline. St. John Fisher Catholic Comprehensive School is an Equal Opportunities Employer, committed to safeguarding and promoting the welfare of all students. Any offer of appointment will be subject to satisfactory references and an enhanced DBS check will be required for all successful applicants.
The Brakenhale School

The Brakenhale School is committed to safeguarding and promoting the welfare of children and young people. It is essential that all members of staff and volunteers share this commitment. An enhanced DBS disclosure is required for all posts.

Improving the life chances of all our students

Headteacher: Jane Coley
11–18 mixed comprehensive
NOR 946 (123 in Sixth Form)

We have an exciting opportunity for an experienced, committed and enthusiastic Science Teacher (maternity cover) to join our Science department. The successful candidate will join a team who are passionate about engaging and inspiring young people in their learning. We are looking to recruit a colleague with both the commitment and relevant skills to drive our raising standards agenda across the whole ability range.

If you feel you have the qualities to join the Headteacher and the Senior Leadership Team we would love to hear from you. Visits to the school are warmly welcomed and encouraged, please contact the HR Department, on 01344 423041 to arrange a time to come and meet us or talk to the Headteacher before interview.

Closing date: Wednesday 31 March 2021

www.brankenhale.co.uk

The Brakenhale School, Rectory Lane, Bracknell, RG12 7BA

Washington Academy

Teacher of Science
Full Time / Permanent
Salary: MPS
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 contract Kim Weller at weller.k@washingtonacademy.co.uk

The closing date for applications is midday on Friday 26th March.

www.brakenhale.co.uk

The Bishop of Winchester Academy

Closing date for applications is 8.00am, Monday 29th March 2021.

Interview dates to be confirmed.

The Bishop of Winchester Academy is an oversubscribed and thriving Church of England School, recognised by Ofsted as ‘Improving the life chances of all our pupils’ (May 2017). There are exciting opportunities to join our motivated and ambitious team driven by the mantra of high expectations – no excuses.

This will be an exciting opportunity to join an academy which has recently undergone a significant building programme, including the installation of two new air-conditioned laboratories. The Academy is ambitious to be recognised as inspirational. Ofsted have recognised the many strengths of our Academy including:

“The outstanding curriculum has a significant impact in increasing students’ attendance and enjoyment of learning and on the improvements in their achievement.”

“Students behaviour is outstanding. This is a huge success for the Academy.”

“The Principal provides the school with outstanding leadership. He is supported extremely well by senior leaders.”

Our application form as well as the job description and person specification for this role are available through our website. Please email Sarah Hatton, HR at sarah.hatton@tbowa.org, addressing your covering letter to Mr Paul McKeown, Principal to apply. Please be aware that due to the ‘Keeping Children Safe in Education’ legislation we do not accept CV’s.

We are committed to safeguarding and promoting the welfare of children. Rigorous checks will be undertaken of the successful applicant’s background credentials, including enhanced DBS checks.

Closing date: Wednesday 31 March 2021

The Brakenhale School is committed to safeguarding and promoting the welfare of children and young people. It is essential that all members of staff and volunteers share this commitment. An enhanced DBS disclosure is required for all posts.

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.

The Bishop of Winchester Academy

Teacher of Science
Full Time / Part Time, Permanent | Salary: MPS/UPS | Start date: September 2021

The Bishop of Winchester Academy is an oversubscribed and thriving Church of England School, recognised by Ofsted as ‘Improving the life chances of all our pupils’ (May 2017). There are exciting opportunities to join our motivated and ambitious team driven by the mantra of high expectations – no excuses.

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“The outstanding curriculum has a significant impact in increasing students’ attendance and enjoyment of learning and on the improvements in their achievement.”

“Students behaviour is outstanding. This is a huge success for the Academy.”

“The Principal provides the school with outstanding leadership. He is supported extremely well by senior leaders.”

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The Bishop of Winchester Academy

Teacher of Science
Full Time / Part Time, Permanent | Salary: MPS/UPS | Start date: September 2021

The Bishop of Winchester Academy is an oversubscribed and thriving Church of England School, recognised by Ofsted as ‘Improving the life chances of all our pupils’ (May 2017). There are exciting opportunities to join our motivated and ambitious team driven by the mantra of high expectations – no excuses.

This will be an exciting opportunity to join an academy which has recently undergone a significant building programme, including the installation of two new air-conditioned laboratories. The Academy is ambitious to be recognised as inspirational. Ofsted have recognised the many strengths of our Academy including:

“The outstanding curriculum has a significant impact in increasing students’ attendance and enjoyment of learning and on the improvements in their achievement.”

“Students behaviour is outstanding. This is a huge success for the Academy.”

“The Principal provides the school with outstanding leadership. He is supported extremely well by senior leaders.”

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We are committed to safeguarding and promoting the welfare of children. Rigorous checks will be undertaken of the successful applicant’s background credentials, including enhanced DBS checks.

Closing date: Wednesday 31 March 2021

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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.

The Bishop of Winchester Academy

Teacher of Science
Full Time / Part Time, Permanent | Salary: MPS/UPS | Start date: September 2021

The Bishop of Winchester Academy is an oversubscribed and thriving Church of England School, recognised by Ofsted as ‘Improving the life chances of all our pupils’ (May 2017). There are exciting opportunities to join our motivated and ambitious team driven by the mantra of high expectations – no excuses.

This will be an exciting opportunity to join an academy which has recently undergone a significant building programme, including the installation of two new air-conditioned laboratories. The Academy is ambitious to be recognised as inspirational. Ofsted have recognised the many strengths of our Academy including:

“The outstanding curriculum has a significant impact in increasing students’ attendance and enjoyment of learning and on the improvements in their achievement.”

“Students behaviour is outstanding. This is a huge success for the Academy.”

“The Principal provides the school with outstanding leadership. He is supported extremely well by senior leaders.”

Our application form as well as the job description and person specification for this role are available through our website. Please email Sarah Hatton, HR at sarah.hatton@tbowa.org, addressing your covering letter to Mr Paul McKeown, Principal to apply. Please be aware that due to the ‘Keeping Children Safe in Education’ legislation we do not accept CV’s.

We are committed to safeguarding and promoting the welfare of children. Rigorous checks will be undertaken of the successful applicant’s background credentials, including enhanced DBS checks.

Closing date: Wednesday 31 March 2021

The Brakenhale School is committed to safeguarding and promoting the welfare of children and young people. It is essential that all members of staff and volunteers share this commitment. An enhanced DBS disclosure is required for all posts.

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.

The Bishop of Winchester Academy

Teacher of Science
Full Time / Part Time, Permanent | Salary: MPS/UPS | Start date: September 2021

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“The outstanding curriculum has a significant impact in increasing students’ attendance and enjoyment of learning and on the improvements in their achievement.”

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Closing date: Wednesday 31 March 2021

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**Teacher of Science - Maternity Cover**

**Full Time - Maternity Cover**

**Salary**: competitive

**Start date**: April if possible

In this rapidly expanding ‘Good’ school, we need an inspirational Science specialist to join our Science department for a full-time maternity cover on a one year fixed term contract. With increasing student numbers, this post has the potential to become permanent.

We are a highly supportive school with strong subject and senior leadership to help you develop. We are looking for a highly ambitious, committed and dynamic professional to join our Science department who is passionate about their subject, communicates well with young people and makes a positive impact on their learning. The Science department comprises of 12 full-time Science teachers, including a Curriculum Leader who is also a member of the Senior Leadership Team and two Science Technicians. The job would suit an NQT or a more experienced teacher.

For further information, contact Mrs E Penry, Head of Science at vacancies@theacademy.me or click on the Apply Now button on Tes.com.

Closing date: 25 March 2021

Our commitment to safeguarding and promoting the welfare of children and young people and our commitment to equality of opportunity mean that applicants who are offered a post will be asked to undergo a criminal background check. Enhanced DBS checks will be sought prior to appointment.

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**Who we are**

We are a rapidly expanding ‘Good’ school, we are seeking a dynamic and creative teacher with a real passion for the subject and is able to inspire and challenge students through their passion and knowledge.

**Our team**

We are seeking to appoint a dynamic and creative teacher who is able to utilise their pedagogical skills across Science qualifications to deliver engaging and inspirational lessons. Applications are welcomed from experienced teachers who are seeking to take on extra responsibility.

Please apply at: [www.tes.com/jobs](http://www.tes.com/jobs)

Only fully completed application forms to Recruitment@jtth.co.uk are to be submitted for shortlisting.

Please review our Recruitment Pack on the school website before submitting your application.

Resources.jtmat.co.uk/vacancies/recruitment@jtth.co.uk

Closing date: 9am Wednesday 24th March 2021

Interview date: Monday 29th March

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**What we are looking for**

- An aspirational and motivated specialist teacher of Science
- An ability to inspire and challenge students through their passion and knowledge
- An ability to utilise their pedagogical skills across Science qualifications to deliver engaging and inspirational lessons
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**What we can offer**

- A challenging but rewarding role
- A supportive and caring staff environment
- Experienced and enthusiastic colleagues
- An aspirational and motivated specialist teacher of Science
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- An ability to utilise their pedagogical skills across Science qualifications to deliver engaging and inspirational lessons
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**Closing date for applications**

Friday 26 March 2021

**For more information or to apply please visit**

[www.tes.com/jobs](http://www.tes.com/jobs)
Assistant Head of Science Faculty

Full Time, Permanent
Salary: MPS/UPS plus TLR2b - £4805.00 | Start date: September 2021

Applications are invited for a suitably qualified person to apply for the post of Assistant Head of Science at Parkside School. Parkside is a highly inclusive school rated good by Ofsted. The post commences in September 2021.

Our vision for Parkside School is that Parkside School should visibly and substantively impact on the community it is embedded within. This impact should be important, meaningful and considerable. This means young people from Parkside should develop into well-rounded young people who know how to keep themselves safe. We want students to have a personal and specific hope for the future which they can articulate, believe in and share with others; students who can empathise, critique, protect, love, inspire, make, design, explore and understand; students who are willing to try things they have never done before, do things they don’t want to do and be willing to reinvent themselves to become the best that they can be.

Unfortunately, due to the COVID-19 situation we are not arranging visits to the school. If you would like to have an informal phone conversation about this role with the Head of Faculty, Dr Hayley Evans please contact her on hayley.evans@parkside.school 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 Friday 26th March at 10:00 am

Interviews for successfully shortlisted candidates will be undertaken Friday 16th April 2021

The School has adopted the principles of Safer Recruitment and will safeguard and promote the welfare of children and young people and expect 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.
Drayton Manor High School
www.draytonmanorhighschool.co.uk

Head of Chemistry

Full Time - Permanent
Salary: Band A (£32,157) - Band C (£50,935) plus Management Allowance £2,785

Start date: Easter or September

We require for Easter or September, a committed colleague with a real interest in the provision of quality and imaginative teaching of Chemistry to join an experienced and supportive Faculty of Science. The successful candidate will be expected to lead the Chemistry Department and to teach Chemistry throughout the school across the age and ability range, including the ability to teach up to and including A Level.

Drayton Manor recognise and value continued professional development and as such, training opportunities will be made available to you throughout your career with us.

Drayton Manor is a heavily over-subscribed, diverse, vibrant and successful school with proud traditions and an excellent reputation. Our school motto of Nesc Aspera Terrent - hardships do not deter us, is at the heart of our ethos and we live this vision every day in our work with our students and everything that we do.

CANDIDATES WITH HIGH EXPECTATION AND ASPIRATION

Candidates who have extremely high expectations and are keen to take a full and active role in the life of the school are encouraged to apply. This role requires excellent communication skills, meticulous attention to detail and a firm commitment to upholding the ethos, values and expectations of the school.

Student achievement is high with our most recent provisional progress score at GCSE placing us in the top 15% of schools nationally.

For further information and to apply, please visit our website: draytonmanorhighschool.co.uk/teachersrecruiter

The closing date is 12pm, Wednesday 24th March 2021.

We are looking for an exciting opportunity to join a highly successful oversubscribed school. We are looking for an excellent and dynamic classroom practitioner to join a supportive and well resourced Maths Faculty. The successful candidate will need to demonstrate a love for mathematics and a commitment to making a difference to the lives of young people. They will also model and promote our Christian values.

The successful candidate will have proven success in delivering all three Sciences throughout KS3 and Chemistry at KS4. Further details and an application pack can be obtained from the school website. Application forms, together with a covering letter, should be returned to Mrs P Lloyd (Personnel and Payroll Officer). Please e-mail your application to: whsrecruitment@woodchurchhigh.com.

Closing Date: Wednesday 24th March 2021 9.00am

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. This post is subject to an Enhanced DBS check. All applicants will be considered on the basis of suitability for the post regardless of race, sex, age or disability.
Teacher of Physics

Salary: Main Pay Scale / Upper Pay Scale
Full Time, Permanent

Start date: September 2021

We are seeking to appoint an inspirational Teacher of Physics to join our exceptional Science department.

Our Vision:

- Be the best you can! This is what we ask of our pupils and staff.
- We are committed to providing the very best educational experience for our young people and invite applicants who share this commitment and want to be a part of our success story. We believe in the power of the curriculum and so intentionally have the following at the core of our practice:
  - A pragmatic approach to pedagogical practice that reduces teacher workload
  - Teaching powerful knowledge rather than transmitting the knowledge of the powerful
  - CPD which is rooted in the best educational research, often with a foundation in cognitive science

The Academy is on a journey from Good to Great and appointed a new Principal in September 2020 to ensure that this objective is realised. The recruitment of a skilled and enthusiastic Teacher of Computer Science is crucial to the success of this journey.

About Us:

- We provide a world class education for boys and girls aged 11-19 in a modern state of the art building that opened in September 2010.
- We provide a welcoming, caring and stimulating environment with excellent teaching facilities.
- We have pupils who strive to maximise their achievement and are fully supported by parents who work with us in partnership.
- We have excellent transport links; 5 min walk from the bus stop or 7 min walk from Manor House tube station which serves the Piccadilly Line.
- We have high-quality teaching staff fully committed to supporting pupils’ academic and personal development.
- We offer excellent opportunities for your own professional development.
- We believe qualifications open doors but are only part of the story.

All children deserve a full-rounded education.

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**HEAD OF SIXTH FORM**

**MPS/URP plus TLR 1A (The salary is negotiable dependant on the skills of the applicant) • September 2021**

This is an incredibly exciting time for Brakenhale School now we have moved into our new building in January 2020. We have worked hard to create a dynamic learning environment under the direction of the Headteacher, Jane Coley.

We have an exciting opportunity for a Head of Sixth Form to join our team. This position is full time. We are looking for an experienced candidate who can teach across KS4, 4 and 5 and has previous middle leader experience. You will be joining a supportive and dynamic learning environment with an experienced team, who have both a history of leadership and a diverse range of responsibilities and expertise.

The new build is evident via the interactive classrooms, spacious workroom and resources. We are proud of our strong KS4 and 5 results and are seeking to grow our cohort further at A Level, offering exciting opportunities for subject development. There will be support and development available for the right applicant.

If you feel you have the qualities to join the Headteacher and the Senior Leadership Team we would love to hear from you. Visits to the school are warmly welcomed and encouraged, please contact the HR Department, on 01344 423041 to arrange a time to come and meet us or talk to the Headteacher before interview.

Closing date: Wednesday 31 March 2021

The Brakenhale School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All applicants must be willing to undergo child protection and DBS checks including checks with past employers and the Disclosure and Barring Service. An enhanced DBS disclosure is required for all posts.

www.brakenhale.co.uk The Brakenhale School, Rectory Lane, Bracknell, RG12 7BA

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**Teacher of Learning Support**

**Full time / September 2021 / Competitive salary**

This is an opportunity for an experienced SEND practitioner to play an active role in developing and evaluating the Special Educational Needs and Disability (SEND) provision within Emanuel School.

You will play an active part in leading and delivering SEND strategies to ensure that each pupil develops their full potential.

An OCR L7 Diploma in Teaching and Assessing Learners with Dyslexia/SLD (or the willingness to work towards this) is essential.

For further details and to apply: www.emanuel.org.uk/staff-vacancies

Closing date for applications is Monday 22 March 2021 at 10am.

We are committed to the safeguarding of children and child protection screening will apply to this post.

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**Teacher of Art**

**Full Time, Permanent**

**To start: September 2021**

**Salary: Competitive, dependent of qualifications, skills and experience**

We are looking to appoint a dynamic, highly motivated and high quality Teacher of Art. The successful candidate will be highly creative and organised and passionate about Art. A strong understanding of the GCSE and A Level examination criteria is essential. The successful candidate will be a prominent, visible presence within the school and will forge strong relationships with pupils, parents, staff and the wider community. Assisting the Head of Creative, Digital and Performing Arts and raise the profile of the subject throughout the school and will contribute to the development and delivery of the School’s vision and values

Application Process:
Please see Tes.com/jobs for further information and to apply.

**Deadline for applications: 22 March 2021**

Shebbear College is committed to safeguarding and promoting the welfare of children, young adults and expects all staff to share his commitment. All 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

INDEPENDENT SENIOR EDUCATION

Teacher of Art and Design & Technology

Full time / September 2021 / Competitive salary

This is an opportunity for a Teacher of Art and DT to play a key role contributing to one of the most successful and exciting subjects at Emanuel School, where pupils’ creative achievements are exceptional.

The ideal candidate will have a relevant visual art or design & technology (or similar) degree with high honours, qualified teacher status, and experience of Art and DT teaching at secondary level.

For further details and to apply: www.emanuel.org.uk/staff-vacancies

Closing date for applications is Monday 22 March 2021 at 10am.

We are committed to the safeguarding of children and child protection screening will apply to this post.

Dunottar School, a co-educational day and boarding school for pupils aged 11-18 set in extensive grounds of 15 acres on the outskirts of Reigate. With a new Headmaster in September 2017, the school is on a very exciting journey. The school is experiencing fast growth in pupil numbers and is undergoing a £6.6m capital development programme to accommodate future growth. Our new Sixth Form centre was completed in May 2019, with our new whole school Assembly Hall scheduled for completion in October 2020.

Dunottar is a great place to work, with a team of highly professional and committed teachers and support staff. We incorporate best practice from independent schools and academies right across the United Learning Group, whilst retaining our unique, friendly ethos in Reigate where pupils are nurtured to make significant personal progress at the same time as achieving excellent academic results.

Dunottar is a great place to work, with a team of highly professional and committed teachers and support staff. We incorporate best practice from independent schools and academies right across the United Learning Group, whilst retaining our unique, friendly ethos in Reigate where pupils are nurtured to make significant personal progress at the same time as achieving excellent academic results. United Learning is an organisation which prides itself on providing a working and learning environment which encourages ‘the best in everyone’. You will join a network of staff belonging to 88 other schools, with opportunities to engage with fellow professionals who far exceed what one school could achieve on its own. Personal development and career opportunities are excellent.

The Department

Business and Economics is an energetic, innovative department which currently contains 2 members of staff. The advertised position has arisen as the result of high demand for the Business GCSE which we have newly launched as an option this year. We already have a well-established A-Level which remains popular.

At Dunottar our Business GCSE will follow the AQA specification. At A-level we offer the Edexcel Economics B course allowing us to retain the opportunity of delivering a joint Business and Economics A-Level. This is an enjoyable, engaging and inspiring A-Level course which reflects the demands of a modern, dynamic business environment alongside nurturing an understanding of the economy in which such businesses operate. Our Schemes of Work allow for flexibility with the expectation that staff will tailor their teaching, ensuring that all pupils make the best possible progress. Our A-Level students move on to a wide range of destinations from studying Economics as a Degree to more applied courses at university such as management and a variety of apprenticeships.

For more information on this role please see our online advert on tes.com/jobs and to apply click the 'Quick apply' link at the bottom of the page.

Closing Date: Thursday 25 March 2021

Interviews: w/c 29 March 2021

The School reserves the right to make an appointment at any stage during the recruitment process.

19 MARCH 2021 Tes 103
**Teacher of Business**

Kent College Pembury excels in adding value to its pupils both academically and pastorally. An exciting opportunity has arisen for an outstanding specialist to join the Business department at Kent College. We are seeking someone with enthusiasm, vision and skills to support this successful department. The person appointed will be a Business specialist with the ability to inspire, motivate and challenge their classes. Applicants should have high expectations of pupil achievement and behaviour, excellent organisational and time-management skills, and enjoy working as part of a team.

The Business Department

The Business department has grown significantly in recent years and teaching is split between three members of staff. At GCSE, we follow Edexcel GCSE Business 9-1. GCSE classes typically comprise 10-16 girls per class and we normally have between two and three classes. We follow the Edexcel Business and Economics courses at A level. Business is currently popular with our students and there are typically between 6 and 12 girls per A level class. In the past year we have also offered the LIBF Level 2 course, and we are interested in developing the Level 3 qualification and also our Young Enterprise programme.

Students are encouraged to keep up to date with current economic issues and classroom discussions are focused on these. We are fortunate in having students from many overseas countries, which provides an interesting international perspective to discussions. Many girls go on to university to continue their business related studies.

Closing date: Thursday 25 March 2021 by Midday

Interviews Likely to be WC 29 March 2021.

Candidates are encouraged to apply well before the deadline. We reserve the right to interview candidates before the closing date.

References will be taken up prior to interview. One of these should strongly be one of your most recent employers. The post requires the highest level of clearance through the Disclosure and Barring Service (DBS). Kent College is committed to safeguarding and promoting the welfare of children. Applicants must be prepared to undergo child protection screening.

Child Protection and safeguarding procedures will be publicised to staff.

All gaps of employment are to be accounted for and rigorously investigated. References are essential to ensure the validity of the reference. Testimonials are not acceptable in

For further details and to apply please visit: [www.kent-college.co.uk](http://www.kent-college.co.uk)

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**Teacher of Economics A Level**

Part Time - Fixed Term

Salary: Competitive - depending on experience

We are looking for an enthusiastic and knowledgeable teacher to introduce A Level Economics as we move to our new home in Crystal Palace. We are a new, and rapidly expanding, independent senior school for boys. If you relish the challenge of helping to create something special, this opportunity could be for you! Initially, the role will be for around two days per week.

- A positive and supportive working environment in which staff help each other to develop;
- The opportunity to promote a love of literature to our enthusiastic and well-behaved students;
- A school which combines the excitement of a growing school with respect for work-life balance;
- A school culture which values both personal development and high academic expectations.

You must show:

- A strong subject knowledge and a passion for communicating it;
- A desire to be part of a school with a rich extra-curricular offering;
- A desire to be part of a collaborative community of teachers who seek to improve.

The deadline for applications is midday on Monday 22nd March 2021.

Interviews: w/c 22nd March 2021.

Enquiries about the role should be directed to Mrs L. Sales, Headmaster’s PA, on 020 8165 7770 or E-mail: lisa.s@theCEDARSschool.org.uk.

The Cedars School is committed to safeguarding and promoting the welfare of children. Applicants must be prepared to undergo child protection screening appropriate to the post, including checks with past employers and Criminal Records Checks from the Disclosure and Barring Service.

www.rossallschool.org.uk

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**Teacher of Latin & Classics**

Applications are sought from an engaging and enthusiastic graduate of Economics or Business to teach either or both subjects at Sixth Form level on a full or part time basis.

Recent graduates or those actively looking to join the teaching profession would be welcome to apply.

The successful candidate will make a major contribution to a faculty that has seen considerable growth in recent years. Accommodation will be provided should this be a full-time appointment.

For further details and to apply please visit: [www.bradfieldcollege.org.uk](http://www.bradfieldcollege.org.uk)

Vacancy type: academic vacancies

Closing date: Noon on Monday 22nd March 2021.


Child protection screening will apply to this post.
Teacher of Classics and Religious Studies
Required September 2021
Ipswich High School seeks to appoint an outstanding, passionate and dynamic classroom practitioner as Teacher of Classics & Religious Studies with effect from 1st September 2021.
The successful applicant will join a school which enjoys an outstanding local reputation, helping pupils to achieve excellent GCSE and A-level results year-on-year. We are seeking to appoint an individual who is excited by the opportunity to join this thriving department.
Please send a completed application form and letter outlining your experience, suitability and ambitions for the role to the HR Officer at recruitment@ipswichhighschool.co.uk
Closing date: Monday 22nd March (midday)
with interviews to be conducted on Thursday 25th March
We are committed to the safeguarding of children and young people and we expect all staff to share this commitment.

Head of Design and Technology
Contract: Full Time / Permanent
Thank you for your interest in Taunton School and this role. This is an excellent opportunity to join a school which prides itself on the high calibre of staff who make up our warm, friendly and diverse community.
We are seeking to appoint an engaging, committed and inspirational Head of Design and Technology to join our busy and thriving senior school. The Design and Technology department is vibrant and progressive. It has a high profile in the school community and has always attracted high quality staff who have enjoyed the harmonious and open-minded atmosphere. The Department is very well equipped, including three design studios, two workshops, a CAD CAM suite, an exhibition space, store and a staff office.
Please visit our Careers page to find out more about working at Taunton, and please refer to the job description and person specification available online to find out more about the role.

How to Apply
For more information about working at Taunton School please visit www.tauntonschool.co.uk/careers/
To apply, please submit your CV and a covering letter summarising your skills and experience and how you feel you meet the requirements of the role in addition to an equal opportunities monitoring form to recruitment@tauntonschool.co.uk
The closing date for receipt of applications is midnight 21st March 2021.
We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff 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.

Teacher of Design
Full Time, Permanent
Start – September 2021
This role comes with a salary of up to £28,000pa. with accommodation and other significant benefits. We may choose to interview in advance of the closing date.
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 Alan 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.
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: 12th April 2021
The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to support 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).
Charity Registration Number 528752
www.rugbyschool.co.uk

piper's corner
A Independent Day School for Girls aged 4-18
Teacher of Textiles
Part time • Permanent
Required from September 2021
An exciting opportunity has arisen for an inspiring graduate teacher to teach Textiles at this thriving independent girls’ school. The successful applicant will have the ability to inspire and enthuse pupils with the desire to be creative and will be committed to supporting the high standards achieved in this successful department.
An application form and recruitment information can be downloaded from our website www.piperscorner.co.uk or obtained from the Human Resources Manager by email hr@piperscorner.co.uk
Completed application forms and a covering letter should be addressed to the Headmistress and returned to the HR Department via the email address above.
Closing date: Thursday 25 March 2021 • Interviews: TBC
Suitable candidates may be interviewed before the closing date and Piper’s Corner School reserves the right to withdraw the position if an early appointment is made.
Pipers Corner 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 subject to an Enhanced DBS check.
At Piper’s Corner we are committed to providing a well-structured staff development programme to enhance personal and team development. We are an equal opportunities employer.

www.piperscorner.co.uk

19 MARCH 2021 Tes 105
**Teacher of Drama**

Full time / September 2021 / Competitive salary

This is an opportunity for a Drama specialist to play a key role in a busy and vibrant Drama Department.

As a key member of our teaching community, you will challenge, engage and inspire our pupils to achieve their full potential in Drama, teaching a mix of traditional and contemporary theatre forms.

The ideal candidate will have a Drama degree with high honours, qualified teacher status and a proven, excellent record of Drama teaching at GCSE and A Level.

For further details and to apply: www.emanuel.org.uk/staff-vacancies

Closing date for applications is Monday 22 March 2021 at 9am.

We are committed to the safeguarding of children and child protection screening will apply to this post.
Teach English with Drama
1-year Fixed Term maternity leave cover, full time, from 1st September 2021

Dunottar is a co-educational school for pupils aged 11-18 set in extensive grounds of 15 acres on the outskirts of Reigate. With a new Headmaster in September 2017, the school is on a very exciting journey. The school is experiencing fast growth in pupil numbers and has just completed a £6.6 Million capital development programme with a new Sixth Form Centre and a whole school Assembly Hall to accommodate future growth. Dunottar is a great place to work, with a team of highly professional and committed teachers and support staff. We incorporate best practice from independent schools and academies right across the United Learning Group, whilst retaining our unique, friendly ethos in Reigate where pupils are nurtured to make significant personal progress at the same time as achieving excellent academic results. United Learning is an organisation which prides itself on providing a working and learning environment which encourages ‘the best in everyone’. You will join a network of staff belonging to 66 other schools, with opportunities to engage with fellow professionals which far exceed what one school could achieve on its own. Personal development and career opportunities are excellent.

The English Department

We are looking to employ a well-qualified and inspirational English teacher with drama full time for one year from September 2021.

The English Department, one of the largest in the school, is extremely successful. At GCSE, students follow the AQA syllabus for English Language and English Literature while at A-level, they follow the OCR English literature syllabus. Classes at Key Stage 3 and 4 are set according to ability.

The department encourages students to read as widely as they can through weekly lessons in the library for Year 7, a ‘book bingo’ initiative, e-books, a news app, visiting speakers and competitions. Co-curricular involvements include a student eMagazine, a writers’ circle, an oracy day, theatre visits and enrichment lecture days. The English department have a twitter account @DunottarEnglish, which is actively updated to share news stories and articles. Drama is a large part of Dunottar School life, with growing numbers of pupils opting to take GCSE and A Level drama each year. The drama department has a thriving co-curricular offering, with students participating in a whole school production, upper and lower school productions, a drama scholar showcase and the Shakespeare Schools Festival each year.

For more information on this role please see our online advert on tes.com/jobs and to apply click the ‘Quick apply’ link at the bottom of the page.

Closing Date: 25 March 2021.

The School reserves the right to make an appointment at any stage during the recruitment process.

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Head of English

Full Time - Permanent
Salary: Competitive depending on experience

We are looking for an enthusiastic and knowledgeable English specialist to lead the subject and to teach English Literature 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!

- A positive and supportive working environment in which staff help each other to develop;
- The opportunity to promote a love of literature to our enthusiastic and well-behaved students;
- A school which combines the excitement of a growth with respect for work-life balance;
- A school culture which values both personal development and high academic expectations.
What you offer:
- Strong subject knowledge and a passion for communicating it;
- A desire to be part of a collaborative community of teachers who seek to improve.

The deadline for applications is midday on Monday 22nd March 2021.

Applications should be made in writing to Mrs L Sales, Headmaster’s PA, on 020 8185 7770 or E-mail: isales@thecearsschool.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 references. Volunteers and other third parties to share this commitment. Safer recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed.

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Teacher of English

Full or Part time / September 2021 / Competitive salary

Do you want to join a very strong academic team, teaching English to motivated pupils with high aspirations?

This role would suit a teacher who can deliver enthusiastic and engaging English literature and language teaching, inspiring our pupils to fulfil their potential.

We welcome applications from NQTs and recent graduates, as well as those with longer experience. The ability to offer a second subject would be a real advantage.

For further details and to apply: www.emanuel.org.uk/staff-vacancies

Closing date for applications is Monday 22 March 2021 at 10am.

We are committed to the safeguarding of children and child protection screening will apply to this post.

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North Bridge House Senior School

Teacher of English

Full Time, Permanent

North Bridge House Senior School is an independent, co-educational establishment which is a proud member of Cognita. As a Cognita School our international colleagues support each other, sharing ideas and practices from around the world. Cognita is an international family of over 75 schools in the UK, Europe, Latin America and Asia.

North Bridge House Senior School offers a supportive and nurturing environment where pupils feel secure and are set challenges which enable them to meet or exceed expectations. There are currently just over 400 Year 7-11 pupils on roll.

We are looking to recruit an exceptional Teacher of English who will have the opportunity to deliver lessons across Key Stages 3 and 4. A well-qualified and passionate individual, the successful candidate will bring enthusiasm and a commitment to supporting pupils achieve the highest levels of academic success. The English Department at North Bridge House comprises a friendly and highly collaborative team who would support the induction and professional development of the successful candidate.

All staff at North Bridge House are actively involved in the pastoral life of school. The role will also offer opportunity for contribution to the varied and vibrant extra-curricular programme.

How to apply:

Email: Vian Vali (PA to the Head) for a job description and application form.

Closing date for applications: Deadline for applications – 4pm Tuesday 23rd March

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. Safer recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed.

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The Cedars School

Head of Middle Years English Academic Programme

Required from September 2021

Ardingly College is a member of the Headmasters’ Conference and an outstanding school for boys aged 11-18. We are looking for an English teacher who is a creative and energetic leader to head our Middle Years Department. The successful candidate will bring enthusiasm and a commitment to supporting pupils achieve the highest levels of academic success. The role involves teaching English to middle and upper school students, a drama scholar showcase and the Shakespeare Schools Festival each year.

For more information on this role please see our online advert on tes.com/jobs and to apply click the ‘Quick apply’ link at the bottom of the page.

Closing Date: 25th March 2021.

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For more information on this role please see our online advert on tes.com/jobs and to apply click the ‘Quick apply’ link at the bottom of the page.

Closing Date: 25th March 2021.
Housemistress and English Teacher

Hours per week: Full Time / Permanent

Thank you for your interest in Taunton School and this role. This is an excellent opportunity to join a school which prides itself on the high calibre of staff who make up our warm, friendly and diverse community.

We are looking to appoint a Housemistress and 0.75FTE English Teacher to join the team at TSI. The Housemistress has the overall responsibility for the wellbeing of the boarders in the house, as well as providing a safe, orderly and happy environment in which the boarders are able to thrive and to fulfil their academic potential.

Further to the duties of Housemistress the successful candidate will also be a 0.75 English Teacher who will teach IGCSE ESL (English as a Second Language) and EAL (English as an Additional Language) to small classes of international students.

The successful candidate will be provided with onsite school accommodation in the boarding house, suitable for a couple or a small family.

How to Apply

For more information about working at Taunton School, our benefits package, and to view the detailed job description and person specification for this role, please visit www.tauntonschool.co.uk/careers/

To apply, please complete an application form and equal opportunities monitoring form, and send these and a covering letter to treecruit@tauntonschool.co.uk, summing up your skills and experience and how you feel you meet the requirements of the role.

The closing date for receipt of applications is midnight 21st March 2021.

We are seeking a geography specialist with a strong interest in CLIL (Content and Language Integrated Learning) and a willingness to contribute to the extra-curricular life of the school. This is primarily a classroom teaching post and a full-time teacher can expect to have 18-20 hours of classroom teaching a week, as well as contributing to the International School’s programme of activities (some of which run after the end of the school day and at weekends).

Closing date: 22nd March 2021

Interviews WC 22nd March 2021

For further details and to apply please visit www.tauntonschool.co.uk/jobs

Head of Geography

Full Time, Permanent

Start date: September 2021

At Hazelwood School, we only employ teachers who have working with children and who DEMAND EXCELLENCE from themselves and their pupils, acting as dynamic and inspirational role models.

We are looking for an inspirational teacher who is passionate about raising standards and improving every child’s opportunity to learn.

We are seeking a geography specialist with a dedication and enthusiasm. The successful candidate will oversee the teaching of geography across the school and will teach geography from Year 5 - 8 to Common Entrance Scholarship level.

More information, including a detailed job description, is available on tes.com/jobs and from our website or The Head of HR, Hazelwood School, Wolfs Hill, Oxsted, Surrey, RH8 0QU. Potential candidates are encouraged to visit the school.

Tel: 01883 733885 (Direct)
Fax: 01883 716135
E-mail: ashlinl@hazelwoodschool.com

Closing date: Monday 22nd March 2021

Interviews WC 22nd March 2021

Hazelwood School is committed to Child Protection and as such a successful enhanced DBS check will be required prior to starting work. Hazelwood School upholds British values.

TEACHER OF GEOGRAPHY

WITH KS3 HISTORY

Full time • Permanent

To start September 2021

The King Alfred School is looking for an ambitious and talented teacher to join our unique and exceptional school from September 2021. You will teach KS3 History as part of a successful and established team and will play a full role in the life of the school.

Our independence means that we take a holistic approach to education and value the progress young people make in all areas.

If you share our vision and are a reflective, hard-working, and forward-thinking professional, we would very much like to hear from you.

To apply for this role please visit our website and apply via our online application form.

Closing date: Noon, 24 March 2021

Interviews: 31 March 2021

All members of the King Alfred School community are committed to safeguarding and promoting the welfare of children.

If you are excited by this opportunity, please contact Michelle Zeidler, the Director of Professional Development at hurst@hpcc.co.uk, to express your interest and to find out more.

Applications will be considered as they are received.

Closing date: Monday 12 April

Hurst 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 the Disclosure and Barring Service.

Head of Geography

Full Time, Permanent

Closing date: Monday 22nd March 2021

Interviews: 31 March 2021

Applications will be considered as they are received.

Closing date: Noon, 24 March 2021

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Full Time, Permanent

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Closing date: Monday 12 April

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Magdalen College School

TEACHER OF HISTORY AND POLITICS

FULL TIME, PERMANENT
1ST SEPTEMBER 2021

Magdalen College School, founded in 1480, is one of the country’s leading independent day schools.

We are seeking to appoint a Teacher of History and Politics to join our successful and thriving History department from September 2021. The successful candidate will be required to teach across senior school year groups, from Second Form (Year 7) to A Level and Oxbridge preparation.

Further details of the position and a Teaching Staff application form can be found on the Job Vacancy link of the website: www.mcs.oxford.org

Closing date: Wednesday 21 April 2021
Interviews will take place: Week commencing 26 April 2021

For further details please contact Sarah Berry on recruitment@churcherscollege.com or visit our website

Churcher’s College are committed to safeguarding and promoting the welfare of young people. The successful applicant will be subject to a DBS check and references.

Magdalen College School OX4 1DZ • Tel 01865 242191
www.mcs.oxford.org

Magdalen College School
INDEPENDENT DAY SCHOOL FOR BOYS 7 - 18 AND SIXTH FORM GIRLS

TEACHER OF HISTORY / POLITICS

This is an exciting opportunity to join a successful department, teaching History up to and including A-level. The ability to teach History with Politics would be an advantage. We welcome applications from NQT’s (for whom full induction would be provided) or suitably qualified teachers. The RGS Leadership Development Programme is open to all ambitious teachers seeking future promotion and also offers an additional financial allowance. Accommodation available if required. RGS offers a competitive salary scale. For further details and an application form, please visit:

www.reigategrammar.org or email hr@reigategrammar.org

Closing date: 9.00am Monday 22 March 2021

REIGATE GRAMMAR SCHOOL
REIGATE ROAD
REIGATE
SURREY RH2 0QS
TEL 01737 22231
@ReigateGrammar

“SCHOOL OF THE YEAR” – TATLER SCHOOLS AWARDS

Magdalen College School
INDEPENDENT SENIOR EDUCATION
Teacher of History

Part time 0.6 | Start Date September 2021

This role would suit an NQT
Kent College Pembury excels in adding value to its pupils both academically and pastorally. An exciting opportunity has arisen for an outstanding specialist to join the History department at Kent College. We are seeking an enthusiastic and well-qualified History specialist to join a successful and supportive department. The post will be part time 0.6. Applicants need to be confident in teaching History from Year 7 to A Level. Applicants should have high expectations of pupil achievement and behaviour, excellent organisational and time-management skills, and enjoy working as part of a team.

The History Department
History is an important and successful subject in the school curriculum; all girls study History until the end of Year 9 and it is a popular option at both GCSE and A Level. Examination results are consistently very good;
At Advanced level students, follow the new Edexcel Linear History specification, studying units on The American Dream 1917-76, South Africa 1948-94 and associated controversies in the UK 1760-1830. Coursework focuses on race relations in the US 1877-1981.

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References will be taken up prior to interview. One of the referees should normally be the applicant’s current or most recent employer. The post requires the highest level of clearance through the Disclosure and Barring Service (DBS).

Kent College is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

Closing date: Thursday 25 March 2021 by Midday
Interviews Likely to be WC 29 March 2021. Candidates are encouraged to apply well before the deadline. We reserve the right to interview candidates before the closing date.

References will be taken up prior to interview. One of the referees should normally be the applicant’s current or most recent employer. The post requires the highest level of clearance through the Disclosure and Barring Service (DBS).

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Tes 111

Teacher of Mathematics
Required September 2021

Ipswich High School seeks to appoint an outstanding, passionate and dynamic classroom practitioner as Teacher of Mathematics with effect from 1st September 2021. This is a permanent 0.4 FTE role.

The successful applicant will join a department which enjoys an outstanding reputation, helping pupils to achieve excellent GCSE and A-level results year-on-year. Mathematics is also regularly amongst the most popular subject choices at A-Level. We are seeking to appoint an individual who is excited by the opportunity to join this thriving department.

Please send a completed application form and letter outlining your experience, suitability and ambitions for the role to the HR Officer at recruitment@ipswichhighschool.co.uk

Closing date: Friday 19th March (midday)

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

Stowe School, Stowe, Buckingham MK18 5EH
Tel: +44 (0)1280 818000
Email: hr@stowe.co.uk
www.stowe.co.uk

We are looking for a full-time, enthusiastic Teacher of Computer Science, with the ability to teach programming at GCSE and A level. A willingness to contribute fully to the Department while also adding to the extra-curricular and pastoral life of a busy boarding school is essential.

Salary: An extremely attractive and most competitive package.

An application form and job description can be downloaded from our website www.stowe.co.uk/careers-at-stowe

Closing date: 31st March 2021

Interview date: To be confirmed

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.

We are seeking a dynamic and inspirational teacher to join a thriving Mathematics department and supportive school community.

You will be responsible for challenging, engaging and inspiring our pupils to achieve their full potential in Mathematics, creating a stimulating classroom climate which will motivate pupils to learn, think independently and perform to the best of their abilities.

For further details and to apply: www.emanuel.org.uk/staff-vacancies

Closing date for applications is Monday 22 March 2021 at 10am.

We are committed to the safeguarding of children and child protection screening will apply to this post.

Shiplake College, Henley-on-Thames

Teacher of Mathematics
Starting September 2021

Shiplake College is seeking to appoint a dynamic Teacher of Mathematics. This is a superb opportunity to join an innovative and successful department delivering inspirational and inclusive lessons across all key stages.

The role would suit an enthusiastic teacher who is committed to the highest standards of teaching and learning; a teacher who can inspire and challenge all of our pupils. Applications are welcomed from teachers who will strive for excellence in all aspects of the mathematics curriculum. Applicants should be able to create a rigorous environment for our pupils to thrive and also be able to instil a passion for learning.

Shiplake College is situated in 45 acres of beautiful countryside on the banks of the river near Henley-on-Thames. All teachers are expected to contribute to the busy programme of co-curricular activities offered. We offer a competitive salary, a contributory pension scheme together with access to our gym and sporting facilities.

Early applications are welcomed, as the College reserves the right to appoint at any stage during the application process.

Closing date: 31st March 2021

Interview date: To be confirmed

Initial screening via video call may be used before interview.

Informal pre-application discussions and visits are welcome; please call Maria Noir on 01189 405518. A job/person specification and an application form can be obtained from: www.shiplake.org.uk/vacancies

Boys aged 11-18, Girls in Sixth Form, Day and Boarding HMC, The Society of Heads, ISA

Shiplake College is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post including checks with the Disclosure and Barring Service. Shiplake College is an equal opportunities employer.
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 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: 19 March 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.

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**Teacher of Mathematics**

**Full Time, Permanent**

**Salary:** The school has its own salary scale

**Starting September 2021**

**The post**

This is an opportunity to join a large and exceptionally successful department. The Mathematics department at d’Overbroeck’s is led jointly by Nick Haines (Sixth Form), Sarah Shekleton (Years 7-11) and Graham Hope (International School), who lead a team of thirteen other teachers. The Edexcel specification is used throughout; i.e. GCSE at key stage 4; both Mathematics and Further Mathematics IGCSE at our International School; and Mathematics and Further Mathematics at A Level and STEP. Maths is part of the core curriculum up to Year 11. There is also significant uptake of Mathematics in the Sixth Form; with around 70-80 Mathematics and 30 Further Mathematics students in the Lower Sixth it is the most popular subject offered at A level.

**Applications**

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

**Closing Date:** 22 March 2021

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**Teacher of Mathematics**

**Full Time, Permanent**

**Job Start:** September 2021

We are seeking an enthusiastic and imaginative, full-time Teacher of Mathematics to join our forward-thinking, popular and flourishing Mathematics Department. You will share our high aspirations and expectations for our pupils and encourage an engagement with Mathematics throughout the Senior School.

The successful candidate will be an excellent classroom practitioner with a commitment to ensuring the highest standards of achievement for all pupils and with confidence and experience to teach A-Level. A contribution to the extra-curricular life of the School is also required. Applications from NQTs welcomed.

This is an exciting time to be joining the school which recently opened a Sixth Form (Sep 2020) and we have also extended our successful Junior School Co-Educational provision up into the Senior School.

We offer a competitive salary and benefits package and the opportunity to work in a school community with pupils who are happy, confident and motivated and with an approach to learning characterised by curiosity, resilience and a spirit of collaboration.

Closing date: 9am Monday 22 March

Interview Date: tbc

Further details and an application form can be found at www.cranfordhouse.net

Cranford House, Moulsford is on the A329 between Wallingford and Stradley, within easy commuting distance of Reading and Oxford.

Cranford House operates a safe recruitment policy and successful candidates will be required to apply for an Enhanced Level Certificate from the Disclosure and Barring Service.
Head of Modern Foreign Languages (MFL)
Full Time - Permanent

The School is looking to appoint a Head of MFL with effect from September 2021.

DETAILS OF THE ROLE:
• To pro-actively lead and direct the teaching and learning throughout the MFL department from Year 4 to 8, including the scholarship curriculum (scholarship level is equivalent to foundation tier GCSE).
• To teach and manage the teaching of French with German and/or Spanish language lessons in accordance with whole school expectations and policies.
• To be aware of and implement, relevant national and ISEB curriculum developments.
• To ensure that all teaching, marking, assessment and reporting on pupil progress and attainment in all taught languages is consistent across the department and follows whole-school expectations and policies.

For further information, please see the Applicant Info Pack on Tes.com/jobs or visit our website.

Deadline for applications: 29 March 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.

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Graduate Sports Assistant and Boarding Tutor

Giggleswick School is seeking to appoint an outstanding Sports Graduate & Boarding Tutor to join the School’s Sports Department, whose main aim is to ensure that sport is enjoyable, whether played at elite or recreational level. Essential sports are Netball and/or Tennis.

All round participation and promotion of excellence helps to engender a culture of integrity, respect and teamwork in our pupils.

The successful applicant will require a genuine understanding of children and have a keen interest in promoting their development and well-being and first and foremost, be an enthusiastic, energetic sports person and an experienced Netball and/or Tennis player. It would also be helpful to have Hockey, Cricket, Swimming and Strength & Conditioning. Coaching qualifications would be advantageous.

The ability to work as part of a team is vital, as the Graduate Assistant will work closely with the Director of Sport as well as all other staff involved in coaching and managing teams in both the Senior and Junior Schools.

If you are a hardworking, enthusiastic individual with a passion for delivering the excellence in your work and are currently seeking a new challenge, we would love to hear from you. Any prospective candidate must show an active commitment to the values and expectations of our School and to the welfare of the pupils within it.

We reserve the right to close the advert early, subject to receiving suitable applications. We therefore encourage you to apply at your earliest convenience.

To apply for this position please complete an Application Form and write a Cover Letter detailing your reasons for applying and return to hr@giggleswick.org.uk

Closing Date: 20 March 2021.

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Teacher of A Level Media Studies
Full Time, Permanent
Salary: The school has its own salary scale
Starting September 2021

The post
This is an opportunity to join a very successful, academically ambitious and growing department in d’Overbroeck’s Sixth Form. We regularly have a cohort of around 20 students taking Media Studies at A Level and the department has a track record of outstanding results, both in Media Studies and, in previous years, Communication and Culture. Our students achieve these results because we have encouraged them to go beyond the specification to actively engage with the media they consume, rather than the media we as teachers consume, and with the wider issues facing the media in today’s culture.

The successful candidate will be expected to contribute to the planning, teaching and assessment within the EDUQAS Media Studies specification.

Applications
To apply or for more information, please visit www.tes.com/jobs
Closing Date: 22 March 2021
Director of Hockey
from September 2021

- A dynamic and innovative Director of Hockey to drive the continued development of hockey at Merchant Taylors’
- An exciting opportunity to join one of the top hockey schools in the country
- Coach hockey in stunning surroundings with the benefit of two water-based Astroturf pitches
- HMC 900 boys
- Outstanding results
- Central London 40 minutes

Deadline: Monday 22nd March 2021 at 11.00am

For further details and an application form, please visit our website www.mtsn.org.uk/jobs or email recruitment@mtsn.org.uk

Merchant Taylors’ School is an equal opportunities employer and committed to safeguarding and promoting the welfare of children. DBS checks will be required. Registered Charity No: 1063740

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Part-Time Teacher of Psychology

Giggleswick School is seeking to appoint an outstanding Teacher of Psychology to join the School from September 2021.

A Level Psychology is a new subject to the Sixth Form curriculum and this is an exciting opportunity for the candidate to choose the best specification to ensure the best outcomes for our pupils. The right candidate will be able to build a successful subject track record within the Science Faculty where results are already very strong and the sciences are a popular choice at A level. The individual will have the passion and expertise to deliver first-class teaching which will ensure all pupils make excellent progress.

This is a Part Time role, 0.25 FTE over 3 days. We anticipate being able to increase the hours of this role in the following years.

The Senior School has a growing reputation for achieving excellent academic results and the successful candidate will be expected to continue to build upon this recent success. Any prospective candidate must show an active commitment to the values and expectations of our boarding community and to the welfare of the pupils within it. Enthusiasm to assist in a strong co-curriculum is an important quality of all who work at Giggleswick. Competitive salary in line with qualifications and experience. Remission of fees for Junior and Senior School aged children.

If you are an enthusiastic Teacher of Psychology with a passion for your subject and are seeking a new challenge, or a Newly Qualified Teacher or Recently Qualified Teacher, refer to the attached Candidate Information Pack. Please send your completed Application Form (no CV’s please), along with a Covering Letter of not more than two pages, summarising your ability related to the information outlined to: hr@giggleswick.org.uk

The closing date for applications is 20 March 2021. Shortlisted candidates will be invited to interview w/c 22 March 2021.

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Teacher of Physical Education

Full Time/ Permanent
Required for 1st September 2021

Rossall School is among the most successful and prestigious independent boarding and day schools in the North West with flourishing pupil numbers.

The school seeks a dynamic and well-qualified Teacher of PE & Games, with a specialism in Netball, from September 2021 to teach throughout the senior school from Year 7 to Year 13.

Further details of the post can be found on the website www.rossallschool.org.uk

To apply, please complete the application form available on the School website. Your letter of application should be addressed to the Headmaster and clearly outline your suitability for the role with reference to the Job Description and Person Specification.

Send your completed application to the Headmaster c/o Mrs Stephanie Capstick Head of HR and Compliance Rossall School, Broadway, Fleetwood, Lancashire, FY7 8JW

Email: hr@rossall.org.uk

Closing date: Friday 19th March 2021 at noon.

Rossall School is committed to safeguarding and promoting the welfare of children. An enhanced DBS clearance will be undertaken by the School.

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Head of Psychology

Required September 2021

The School wishes to appoint a Head of Psychology. The successful candidate will be expected to lead the teaching of A Level and be able to demonstrate both leadership and management qualities in an excellent teaching environment.

Aldenham is an HMC co-educational boarding and day school (800 pupils aged 3-18) situated in a magnificent rural setting only 13 miles from Central London.

Further details can be found on our website or requested from Mr A M Williams, Head of Senior School and emailed to HMSecretary@aldenham.com

Closing date: Monday 22nd March 2021

Early applications are encouraged and we reserve the right to interview and appoint candidates prior to the closing date.

www.aldenham.com

Aldenham School is part of the Aldenham Foundation

The School is committed to safeguarding, promoting the welfare of children and young people and the prevention of extremism and radicalisation.

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Head of Physical Education

Rossall School is among the most successful and prestigious independent boarding and day schools in the North West with flourishing pupil numbers.

The school seeks a dynamic and well-qualified Teacher of PE & Games, with a specialism in Netball, from September 2021 to teach throughout the senior school from Year 7 to Year 13.

Further details of the post can be found on the website www.rossallschool.org.uk

To apply, please complete the application form available on the School website. Your letter of application should be addressed to the Headmaster and clearly outline your suitability for the role with reference to the Job Description and Person Specification.

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Email: hr@rossall.org.uk

Closing date: Friday 19th March 2021 at noon.

Rossall School is committed to safeguarding and promoting the welfare of children. An enhanced DBS clearance will be undertaken by the School.

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Giggleswick School

Part-Time Teacher of Psychology

Giggleswick School is seeking to appoint an outstanding Teacher of Psychology to join the School from September 2021.

A Level Psychology is a new subject to the Sixth Form curriculum and this is an exciting opportunity for the candidate to choose the best specification to ensure the best outcomes for our pupils. The right candidate will be able to build a successful subject track record within the Science Faculty where results are already very strong and the sciences are a popular choice at A level. The individual will have the passion and expertise to deliver first-class teaching which will ensure all pupils make excellent progress.

This is a Part Time role, 0.25 FTE over 3 days. We anticipate being able to increase the hours of this role in the following years.

The Senior School has a growing reputation for achieving excellent academic results and the successful candidate will be expected to continue to build upon this recent success. Any prospective candidate must show an active commitment to the values and expectations of our boarding community and to the welfare of the pupils within it. Enthusiasm to assist in a strong co-curriculum is an important quality of all who work at Giggleswick. Competitive salary in line with qualifications and experience. Remission of fees for Junior and Senior School aged children.

If you are an enthusiastic Teacher of Psychology with a passion for your subject and are seeking a new challenge, or a Newly Qualified Teacher or Recently Qualified Teacher, refer to the attached Candidate Information Pack. Please send your completed Application Form (no CV’s please), along with a Covering Letter of not more than two pages, summarising your ability related to the information outlined to: hr@giggleswick.org.uk

The closing date for applications is 20 March 2021. Shortlisted candidates will be invited to interview w/c 22 March 2021.

Giggleswick School, Settle, North Yorkshire, BD24 0DE
An inspiring, enthusiastic Teacher of Psychology is required to join our thriving department. The successful applicant will be a qualified teacher or an NQT and should be able and willing to teach Psychology up to A Level standard. Experience of the International Baccalaureate is desirable though not essential. A sound application in teaching KSS Science would also be desirable. We will also consider applications from current and potential teacher trainees.

Further details of the post can be found on the website www.rossallschool.org.uk.

To apply, please complete the application form available on the School website. Your letter of application should be addressed to the Headmaster and clearly outline your suitability for the role with reference to the Job Description and Person Specification.

Send your completed application to the Headmaster c/o Mrs Stephanie Capstick Head of HR and Compliance Rossall School, Broadway, Fleetwood, Lancashire, FY7 8JW.

Closing date: Friday 19th March 2021 at noon.

Rossall 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 is subject to an enhanced DBS and qualifications check.

To apply and for more details please visit www.rossallschool.org.uk

Email: hr@rossallschool.org.uk

TEMPORARY PART-TIME RELIGION & PHILOSOPHY TEACHER

There will be a temporary vacancy from September for a Religion & Philosophy Teacher to teach throughout the Senior School (Key Stage 3 and above). This is a part-time post (approximately 0.5 of a timetable) for one academic year in the first instance.

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: 22nd March 2021

Email: staffvacancies@kingsmac.co.uk

www.kingsmac.co.uk

THE KING’S SCHOOL IN MACCLESFIELD
HMC Day School for boys and girls

INDEPENDENT SENIOR EDUCATION

Teacher of Religious Studies

This is an exciting opportunity for an enthusiastic NQT or experienced teacher to join our successful and dynamic Religious Studies team! Our Department lies at the heart of the College, reflecting and embodying our core values.

To apply and for more details please visit the tes.com/jobs website.

The deadline for application is by 4pm on Monday 22nd March but please note, applications will be reviewed upon receipt and shortlisted candidates may be invited for remote interview (via Teams) at short notice.

St George’s Weybridge 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. St George’s Weybridge is an Equal Opportunities Employer and a registered Educational Charity.
We are seeking to appoint an ambitious and enthusiastic teacher of Chemistry 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 support facilities. Science is taught as a combined discipline in Years 7 and 8, but as separate subjects by specialist teachers from Year 9 onwards.

St Edmund’s College welcomes all applications and holds a sponsor licence as a UK employer of non-EEA Nationals. The successful candidate must be able to teach General Science to KS3 and Chemistry to at least GCSE. Applications from new entrants to the profession or from more experienced teachers are equally welcome.

If you would like to apply please visit our website in order to download an application pack www.stedmundscollege.org.uk/information/job-opportunities/ Closing date for applications when all forms must be received by HR is:

Midday, Friday 19th March 2021.

Interviews to take place: As soon as possible after the closing date.

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.
DEPUTY HEAD OF PHYSICS

Full Time, Permanent

Brighton College is seeking to appoint a Deputy Head 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.

For further information, please see the Applicant Info Pack on Tes.com/jobs or visit our website.

Deadline for applications: 19 March 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.

Westbourne Road, Edgbaston
Birmingham B15 3TS

Required for September 2021

Teacher of Chemistry

Senior School

We are seeking a strong Chemist to teach up to KS5. The ability to teach either Biology or Physics to KS4 would be beneficial. All three sciences are extremely popular at EHS with many students studying science related subjects at university.

Candidates should be confident delivering high quality teaching and learning both remotely and in the classroom environment. All appointments are subject to enhanced DBS checking procedures. Application Forms and Job Description may be downloaded from the School Website www.edgbastonhigh.co.uk and must be accompanied by a covering letter. Please send applications to the Headmistress’ PA, Ms G M Franchi, at franchig@edgbastonhigh.co.uk.

Edgbaston High School for Girls 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 Disclosure and Barring Services.

Closing date for applications: Monday 22nd March 2021

Interviews will be held: 25th/26th March 2021

Website: www.edgbastonhigh.bham.sch.uk
Registered Charity No. 504011
Tel. No. 0121 454 5831
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.

For further information, please see the Applicant Info Pack on Tes.com/jobs or visit our website.

Deadline for applications: 19 March 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.
**Head of Modern Foreign Languages (MFL)**

**Full Time - Maternity Cover**

The School is looking to appoint a Head of MFL with effect from September 2021.

**DETAILS OF THE ROLE:**

- To pro-actively lead and direct the teaching and learning throughout the MFL department from Year 4 to 8, including the scholarship curriculum (scholarship level is equivalent to foundation tier GCSE).
- To teach and manage the teaching of French with German and/or Spanish language lessons in accordance with whole school expectations and policies.
- To be aware of and implement, relevant national and ISEB curriculum developments.
- To ensure that all teaching, marking, assessment and reporting on pupil progress and attainment in all taught languages is consistent across the department and follows whole-school expectations and policies.

For further information, please see the Applicant Info Pack on Tes.com/jobs or visit our website.

**Deadline for applications:** 29 March 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
Science Teacher

Salary: Competitive

Full Time, Permanent

Start date: September 2021

We would like to appoint a qualified (QTS) Science Teacher with at least 1 year previous experience teaching Science, to start in the Autumn Term (September 2021).

Operating as a key member of the School Teaching Team, Breaside Preparatory School is an oversubscribed preparatory school in Bromley and is judged as ‘Outstanding’. This opportunity provides an integral position in a well-established and talented teaching team.

The successful candidate will have at least one year experience as a School Teacher with QTS status. You must have high level communication skills, ability to work as part of a team and sound knowledge of KS1 and KS2 curriculum.

Application Process:

Completed application forms can be submitted electronically to info@breaside.co.uk or by post and marked for the attention of Mrs K Nicholson, Executive Principal. All candidates are required to submit a completed application form – CV’s will not be accepted.

Address: Breaside Preparatory School, 41-43 Orchard Road, Bromley, BR1 2PR

Closing date: 2 April 2021

Part of Cognita Group - www.cognitaschools.com Cognita Schools 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. Safe recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed.

Breaside Preparatory School is part of the Cognita schools family

KS2 Teacher

Fixed Term, Maternity Cover (Monday – Friday), term time only plus additional days as per contract.

Job start date: 1 September 2021

An exciting opportunity has arisen at St Margaret’s Prep School for a dynamic and inspirational teacher for our wonderful pupils.

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 St Margaret’s community. A love for teaching English and/or maths would be an advantage.

Candidates for the position should be willing to contribute to the extensive co-curricular life of this excellent, happy and caring school.

For further details please contact Mrs Corinne Walker, PA to the Headteacher:

Email: prep@st-margarets-prep.com.

A job description and application form can be downloaded from www.stmargaretsprep.com or www.cognitaschools.com/careers or from Mrs Corinne Walker:

All applicants must complete a St Margaret’s Cognita application form. CV’s may be submitted in support of an application form but are not acceptable on their own. Applications by post and email will be accepted.

Please send your application, before the deadline of 6pm on Monday 22nd March 2021 to

Mrs Corinne Walker, PA to the Headteacher

St Margaret’s Preparatory School, Gosfield Hall Park, Gosfield, Essex, CO9 1SE

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.
Primary Teacher

Salary: St Wystan’s Pay Scale, commensurate with skills and experience
Full Time, Permanent
Start date: September 2021

About The Role
An exciting opportunity has arisen for us to appoint a driven and enthusiastic Primary Class Teacher with a passion for learning and the desire to maximise the potential of each child. We would welcome those wishing to progress their teaching career.

About Our School
At St Wystan’s, the family ethos is at the heart of our education and pastoral care. St Wystan’s is non-selective and offers a truly unique school where children are genuinely happy and develop a love of learning within a family orientated community. We are a co-educational one form entry school, with a maximum of 18 pupils per class. We are non-selective.

Set in the heart of the village of Repton in Derbyshire, St Wystan’s School provides an inclusive all-round education for children from 2½ to 11. As a coeducational independent school, we are proud to provide a broad and balanced curriculum to support the needs of a wide range of learners, including those with special educational needs. We want to ensure that every pupil enjoys a broad education, is enabled to develop their individual skills, and is encouraged to make the most of their potential.

St Wystan’s School is steeped in history and since its creation in 1926 it has continued to develop within its surroundings, becoming both traditional in its philosophy and forward thinking in its vibrant and nurturing environment.

Applications Process
We would be delighted to welcome you to our school. Applications should reach the school no later than Sunday 21st March. Interviews will be held week commencing Monday 22nd March 2021. To apply, please call Mrs. Alex Hardwick on 01283 703258 or e-mail: operations@stwystans.org.uk for an application form.

Closing date: 21st March 2021

St Wystan’s School is an independent IS day school for boys & girls aged 2½ -11 and is committed to safeguarding and promoting the welfare of children. All staff are committed to share and support this commitment, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with employers and the Disclosure and Barring Service.

GORDONSTOUN

Broader experiences, broader minds.

• JUNIOR SCHOOL TEACHER KEY STAGE 1
• JUNIOR SCHOOL TEACHER KEY STAGE 2

Full Time - Permanent

We are seeking enthusiastic and qualified teachers to join our team from 1 September 2021 to teach primary subjects. With a unique ethos in education, Gordonstoun School is a fabulous place to work in a stunningly beautiful wooded campus on the Moray Firth. Our location means we can deliver a broad curriculum of indoor and outdoor learning bringing out the best in our pupils both academically and personally which allows them to flourish. Willingness to be fully involved in boarding school life, as well as the ability to contribute to the broader curriculum are essential. We draw pupils from over 40 countries.

Gordonstoun is seeking dynamic, enthusiastic and innovative Junior School Teachers to join the team from September 2021. The ability to teach primary years is essential. Experience of delivering a broad curriculum, including sports, drama and outdoor learning is very desirable. Successful candidates will be people who can enthuse children and inspire them in all aspects of their learning inside and outside of the classroom as well as care for their pastoral needs and development. All candidates should be registered or eligible for registration with the General Teaching Council for Scotland, as this is a condition of employment.

Essential requirements
• Good first degree
• Postgraduate Certificate in Education
• Meets requirements to register with the GTCS
• Experience of working with children requiring additional support needs in a school or similar setting as a Teaching Assistant or Learning Support Assistant. You should have excellent IT skills, be well organised and a team player. You will have the ability to build effective relationships with students and deal with unexpected situations during the school day. You must also be willing to undertake further training.

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

Closing date: 29 March 2021 | Shortlisting: 05 April 2021
Selection processes taking place: 13 April 2021

Gordonstoun School Ltd
Scottish Charity No SC037867
www.gordonstoun.org.uk

INDEPENDENT PREPARATORY EDUCATION

Learning Support Assistant – Level 1

P35 hours per week, 39 weeks per year (term time only) Scale 3, SCP 5-7, £23,427-£24,278 (FTE)
Actual salary £20,394
Required Easter 2021
Support us, and we will support you.
We are seeking a Learning Support Assistant to join us in Easter 2021. You will work in a team of 5 Learning Support Assistants under the direct supervision of the SENCO. You will have experience of working with children requiring additional support needs in a school or similar setting as a Teaching Assistant or Learning Support Assistant. You should have excellent IT skills, be well organised and a team player. You will have the ability to build effective relationships with students and deal with unexpected situations during the school day. You must also be willing to undertake further training.

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

Closing date for applications: Friday 26th March 2021, 10am
Interviews are likely to be held on Wednesday 31st March 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. This post is exempt from the Rehabilitation of Offenders Act and as part of the selection process an enhanced Disclosure and Barring check will be required.
Learning Support Assistant

We currently have an exciting opportunity for a Learning Support Assistant at our new six-form entry, co-educational 11-18 school located on Southwark Bridge Road, on the former site of Southwark Fire Station.

We are interested in people who share our values and passion for enabling greater opportunities for people with learning disabilities and their families throughout their lives. If you share the same passion then we want to hear from you.

The post holder will contribute to planning and providing a safe, supportive and stimulating environment for each student attending the school.

Under the guidance of the SENCO and within the overall ethos of the school, you will deliver a high standard of development and care for children who attend, and support the learning of individual pupils.

It is hopeful that the right candidate can start with us at Borough Academy in April 2021.

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Haberdashers’ Aske’s Borough Academy
London, SE1 3EQ
020 3764 1321
https://www.habbsborough.org.uk/

Closing Date: 19 March 2021

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Key Stage 2 Class Teacher

The Head of Laxton Junior School invites suitable candidates to apply for the post of Key Stage 2 Class Teacher, to take effect from September 2021.

Laxton Junior School has an excellent reputation for teaching and learning, with children excelling across the curriculum. We are looking for an outstanding teacher, to join our dedicated and talented team, who embraces professional development and innovation, and has the imagination and energy to inspire a love of learning in every child, enabling each to make the very best progress possible.

For full details go to: www.laxtonjuniorschool.org.uk/vacancies

Closing date: 16th April 2021 (9am).

Interview date: 28th & 29th April 2021.

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Director of Admissions

Starting September 2021, Full Time, Permanent

The School is seeking to appoint a Director of Admissions to commence from September 2021. Reporting to the Headmaster, this is an exciting role combining both strategic and operational aspects with a focus to develop and implement growth underpinned by a development plan that ensures attraction, recruitment and retention of pupils.

This dynamic and exciting role will most likely be suited to an experienced professional with a proven track record within an admissions context. The post holder will have the responsibility for leading the Admissions Teams to ensure a seamless pupil journey.

For further information about the role and how to apply, please refer to the Candidate information pack or visit our website: https://www.oakham.rutland.sch.uk/job-opportunity/teaching-vacancies

Candidates who wish to apply for this post should send their completed application form, covering letter and CV giving details of two referees to: Mr Henry Price, Headmaster, Oakham School, Chapel Close, Oakham, Rutland, LE15 6D7

Either by post to the above address, or by email to: recruitment@oakham.rutland.sch.uk

The closing date for applications is Wednesday 31 March (5:00pm).

First stage interviews will be held during the week commencing 12 April.

Final interviews will be held during week commencing 19 April.

Oakham is committed to promoting the rights of children and all staff are carefully screened prior to appointment. Oakham School is an Equal Opportunities employer.
A position has arisen within the Admissions and Marketing Department for a second Medical and Attendance Officer in a team of two.

**Salary:** £15,553-£15,864 per year (Grade 2)

**Hours:** 37.5 hours per week, Monday to Friday, 9.00am to 5.00pm

**Qualifications required for this post are 4 GCSE’s, Grades A to C or equivalent, including English and Maths or relevant administration experience must be demonstrated.**

To apply visit www.tes.com/jobs

The closing date for this post is 22nd March 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.

For further details and application form please contact hr@thecityacademy.org or email 020 8525 5440.
Teacher of Girls PE
Full Time, Fixed Term

The basic salary for a teacher with three years’ experience is £34,000 p.a. tax free and with six years experience is £35,000 p.a. tax free

HOW TO APPLY
Please apply by completing the online application form on the TES website including a letter of application, addressed to the Principal - Mr. Graeme Keslake as a pdf document.

Applications must include the contact details for at least two professional referees one of whom should be your current employer.

Completed applications should be submitted electronically via ‘Apply Now’ on TES Online.

The initial deadline for receipt of applications is 20th March 2021.

Contract type: Full time
Start date: 1st August 2021
Contract term: Two years, renewable
Closing date: 20th March 2021

We seek a committed and innovative P.E. teacher to join our large sports department. The successful candidate will specialise in teaching girls PE with some mixed and boys groups. Ideally you will be a strong role model for encouraging girls to participate in sport.

The school has excellent sporting facilities including a 50 metre pool, playing fields and a large indoor gymnasium. The Sports department works as a team to promote sports at all levels across the whole school.

Previous experience of teaching PE within the UK National Curriculum or a British style international school is desirable. All staff are expected to show a genuine commitment to promoting student well-being and participation in co-curricular activities. There is potential for an applicant who is interested in developing the swimming programme.

Further details are available on our website: www.bisc.edu.org

Teacher of Computing and ICT
(Re-Advertised)

Salary: Competitive salary, Free flights beginning and end of Contract, free education at St Andrew’s for up to 2 children, 50% Medical Aid both local and Sub-Saharan Region

Full Time, Fixed Term

Start date: 1st September 2021

St Andrew’s International High School (SAIntS) is a prestigious, non-selective, co-educational day and boarding school offering a quality education based on the English National Curriculum, to IGCSE, GCSE, BTEC, AS and A2 level.

We are seeking a dedicated teacher who is willing to add value to the Department and contribute fully to the outstanding co-curricular programme on offer at SAIntS.

The right candidate may also be considered for the position of Subject Leader. We welcome applications from teaching couples (please see our other vacancies) as well as families and individuals.

We encourage applications from candidates with all levels of teaching experience, you must be a qualified teacher.

Applicants for these posts must be suitably qualified and able to teach up to A Level.

The application form, job description and person specification can be viewed and downloaded at www.saints.mw/join-us/staff-vacancies/ or requested via email from jobs@saints.mw. If you wish to apply please complete the application form on our website and email it along with a short covering letter as CV. You must provide details of two referees, one of whom must be your present employer.

To The Head Teacher at job@saints.mw.

Closing deadline for applications is 24th March 2021.

Initial shortlisting interviews will take place soon after closing date and full interviews a bit later on.

Reference will be taken up before any formal interview takes place.

Entrepreneurial Leadership facilitator
Full Time - Permanent
Location: Kenya

The M-PESA Foundation Academy is seeking to recruit dynamic and visionary individuals with exceptional skills, who are already experienced Entrepreneurial Leadership program in high school set up to take up a role as Entrepreneurial and leadership facilitator.

Profile of ideal Candidate:
• Bachelor’s degree required.
• Excellent communication skills (written, verbal, and presentation).
• Excellent interpersonal and organisational skills.
• Is comfortable in exploring and utilising innovative approaches to teaching.
• A demonstrated understanding of human centred design, social entrepreneurship, innovation and servant leadership.
• Experience in an environment of incubating student/youth ventures (non-profit or for-profit) with a proven track record of success preferred.

Please visit tes.com/jobs for more information and to apply.

Closing Date: 25th March 2021

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 cover 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 April 2021

Aldar 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.

tesJobs
INTERNATIONAL

Tes 19 MARCH 2021
RAK Academy is looking for enthusiastic and passionate individuals for the following positions for August 2021 (Academic Year 2021-2022):

- **Head of Islamic and Arabic Social Studies**
  Competitive Tax Free Salary
  Full Time - Permanent
  Closing date: 13 April 2021

- **Female PE Teacher**
  Competitive International Salary and Benefits Package
  Full Time - Fixed Term
  Closing date: 9 April 2021

- **International Secondary School Khuzam:**
  - **Head of Computer Science**
    Competitive Tax Free Salary
    Full Time - Permanent
    Closing date: 9 April 2021

- **International Secondary School:**
  - **Head of PE (Female)**
    Competitive Tax Free Salary
    Full Time - Fixed Term
    Closing date: 9 April 2021

  - **Head of MFL**
    Competitive Tax Free Salary
    Full Time - Permanent
    Closing date: 9 April 2021

  - **Head of Science**
    Competitive Tax Free Salary
    Full Time - Permanent
    Closing date: 9 April 2021

  - **Secondary English Teacher**
    Competitive International Tax Free Salary and Benefits package
    Full Time - Fixed Term
    Closing date: 9 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.
Nanwai King’s College School is currently seeking practitioners in the following positions:

**Teacher of Chemistry**
The successful applicant will teach Chemistry principally at IGCSE level for the first year with the opportunity to teach A Level or IBDP Chemistry in the following year. There is excellent career progression potential with the further growth of the school. Laboratory facilities, equipment and resources are excellent.

**Teacher of Economics**
The successful applicant will teach Economics principally at IGCSE level for the first year with the opportunity to teach A Level or IBDP Economics in the following year. There is excellent career progression potential with the further growth of the school.

**Teacher of Early Years**
Reporting to the Head of Kindergarten, the successful applicant will join the school in August 2021. The Kindergarten caters for children aged 3 to 6 and operates an inquiry-based, bilingual curriculum based on the EYFS, the Chinese curriculum and elements of other international programmes.

**Teacher of Art (Whole School)**
The successful applicant will work with a dynamic department that teaches students across the school. Art activities are an important part of the curriculum throughout the individual school sections. Facilities, equipment and resources are excellent.

**Teacher of Middle School Science**
Reporting to the Head of Science, the successful applicant will teach specialist science lessons from Grade 6 to 8.

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 Nanjing 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.

About the School
Nanwai King’s College School opened in September 2018 with 750 pupils and is anticipated to reach just under 2,000 students in September 2021. Remarkable numbers that are testament to the quality of the project, its exciting vision and the support of partners, parents and the wider community.

The facilities at Nanwai King’s College School Wuxi are outstanding. We have successfully developed an educational environment that makes the most of our world-class campus and combines the best of Chinese and international approaches to learning and academic excellence, in a context of first-rate pastoral support and opportunities to excel outside the classroom.

In a very short space in time, our students, who are mostly Chinese, have grown accustomed to the holistic style of education which is very different from the traditional offering at local schools. They have shown real enjoyment in the inquiry-based pedagogy being employed. Every student is involved in co-curricular activities in areas of music and performing arts, service, sports or creative endeavors.

Our exceptional staff contribute significantly to the co-curricular programme, pastoral and house systems and demonstrate great commitment to the students in their care. An excellent CPD programme is available at the school that includes professional development workshops on a range of topics.

Application Process:
To submit an application, please visit: [https://diponteducation.recruitee.com/](https://diponteducation.recruitee.com/)
Early application preferred. For further information, please contact oliver.knapman@dipont.com
School website: [www.nkcswx.cn](http://www.nkcswx.cn)

Closing Date for all applications: 24 March 2021
GEMS Founders Mızhar School are looking for enthusiastic and passionate individuals to enrol in the following Full Time - Permanent positions starting September 2021:

- **Head of Science / Physics Teacher**
  Closing Date for positions: Friday 30th April 2021

- **Math Teacher**
  Closing Date for positions: Friday 30th April 2021

- **Chemistry Teacher**
  Closing Date for positions: Friday 30th April 2021

- **Physics Teacher**
  Closing Date for positions: Friday 30th April 2021

- **Head of English**
  Closing Date for positions: Wednesday 31st March 2021

GEMS Founders Al Mızhar School (GFM) is a value for money National Curriculum of England School which opened in September 2018 modelled on the highly successful GEMS Founders Dubai School. It educates students from FS1 to Year 10 and will build to a full FS to Year 13 School of 4800 students in subsequent years.

The school has a focus on high academic standards, computational thinking, social and emotional Education as well as inclusivity to allow all students to succeed through a range of academic and vocational pathways.

Alongside well-equipped classrooms, the school has good sports provision, large open plan learning areas to support innovation and creative problem solving including robotics and 3D printing, a drama/dance studio, specialist music rooms, full WiFi coverage, dedicated science labs, art rooms and libraries.

FS students have access to attractive indoor and outdoor learning areas. All classrooms are equipped with large LCD screens to enhance student learning.

The school follows the National Curriculum for England, offering IGCSE, AS and A level courses in the future as well as a range of vocational pathways.

**About Your Benefits:**
An excellent remuneration package is on offer to successful candidates including competitive tax free salary, furnished accommodation, medical and life insurance, working permit and residence visa, joining allowance, annual flight allowance, tuition fee concession and other benefits in line with the UAE Labour Law.

**Application Process**
To apply and for more information please visit [https://careers.gemseducation.com/gems/jobs-at-gems-education](https://careers.gemseducation.com/gems/jobs-at-gems-education)
The School
TWA is an international curriculum school for students aged 2 – 18 in KAEC, a picturesque city located just north of Jeddah on Saudi Arabia’s magnificent Red Sea coast. TWA offers a high-quality, standards-based education to students aged 2 - 18. By blending a balanced curriculum with outstanding pastoral care and a broad co-curricular offering, TWA aims to be the best international school in the Kingdom.

How to Apply
In order to apply, please:
- complete the accompanying application form - available to download as part of this advert.
- submit the completed application form and your CV by either clicking on the apply now button and uploading the documents through TES or emailing both documents directly to Hannah Tashkandy - h.tashkandy@twa.edu.sa

The closing date for applications is Wednesday 31 March 2021.

Preliminary discussions with candidates will take place on a rolling basis and so an early application is advised. Shortlisted candidates will undertake skype based and/or face to face interviews wherever possible and compliant with the Government’s latest social distancing guidelines.

The World Academy reserves the right to make an appointment before the closing date.

Please contact Hannah Tashkandy on h.tashkandy@twa.edu.sa if you have any questions or would like to arrange an informal discussion about this role.

The World Academy is committed to safeguarding and promoting the welfare of children and expects all staff to respect this commitment. The post is subject to satisfactory reference checks and applicants providing a satisfactory Police Clearance Certificate from their home country that is less than 6 months old.

By applying to this post, you agree to your data being held and processed by The World Academy and its affiliates. If you are appointed to the post you also agree to additional information, including sensitive data such as bank details and medical information, being held by The World Academy and its affiliates.

Primary Teacher - September 2021
We are looking for an ‘Outstanding’ primary teacher to join our established team at GEMS Jumeirah Primary School, Dubai, for the academic year 2021 - 2022. This is a fantastic opportunity for a highly effective teacher to make the exciting move to a leading international school, or for those already overseas and with ambition to be part of a truly ‘Outstanding’ school community.

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 around the world as we continue our expansion around the world.

- BED or Bachelors degree with PGCE / PGDE or equivalent
- Proven experience of teaching primary level - EYFS/KS1/KS2
- The ability to share your outstanding practice
- 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
- A proven track record of providing outstanding teaching and learning
- An aspiration to work in a world-class school with real prospects for enhancing their career

As a teacher at a GEMS School you can expect:
- Students who are enthusiastic and keen to learn in a positive environment
- The opportunity to work within a team of highly supportive and creative colleagues
- Excellent professional development and guidance
- A school committed to doing the best for each and every one of its students

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.

Closing Date: 9th April 2021
**MFL Teacher - French and Spanish - September 2021**

From September 2021 we are looking to appoint an outstanding Teacher of Modern Foreign Languages to join the College.

The successful candidate will work in an exceptional department which is both extremely popular and successful. In 2020 the GCSE results in French were 88% of students receiving A*-A (A*/A) grades and Spanish 65% of students received A*/A grades. A level results Spanish 100% of students received A*-B grades out of which 67% of students received A*-A grades.

The successful candidate will have the following:

- A certified teaching qualification with exceptional subject knowledge and experience of leading a high performing teaching team.
- 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.
- At least 2 years’ experience of the National Curriculum for England.

To be considered for these posts you must hold a B.Ed. or degree and PGCE/PGDE or equivalent. The successful applicant will possess the willingness to commit to Extra Curricular activities.

All positions attract an excellent remuneration package including:
- Competitive tax-free salary, individual 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

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**Key Stage 1 or 2 Teacher**

**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. We are looking to appoint a well-qualified, enthusiastic and creative Key Stage 1 or Key Stage 2 teacher to Wellington College International Shanghai. Age range taught will depend upon experience. We have six forms in each year group in Key Stage 1 and 2 (Pre and Lower Prep).

Experience in international settings is welcome, and so is experience in multi-lingual environments, and in the UK state or private sectors. Many of our pupils have Chinese as their first language, but English is the language of instruction and becomes the language of the playground and corridors as pupils move through the Prep School.

Our employment package is excellent, with very competitive salaries, housing, flights, insurance and other benefits. We aim to be exemplary employers and have had very low rates of teacher turnover since we opened.

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 March 2021**

Website: https://www.wellingtoncollege.cn/shanghai/
Tes 19 MARCH 2021

INTERNATIONAL

Business Studies and Economics teacher for Senior School

Full Time, Fixed Term

This is a unique opportunity to contribute to the development of a forward thinking and evolving international school as it enters the exciting new phase of opening their new campus.

From August 2020 the school relocated into a new first class campus with state of the art learning spaces and boarding facilities.

Shenzhen

Shenzhen is a dynamic and creative city of South China, set in beautiful tropical green surroundings within a futuristic and modern yet safe, family friendly city. Directly linked to Hong Kong only 45 minutes away, Shenzhen is an artistic and tech hub founded on innovation and creativity. The Pearl River Delta megalopolis is one of China’s richest cities, having grown from 30,000 inhabitants in 1980, when it was designated the first special economic zone, to a population of almost 12 million.

In 2008, Shenzhen was named a UNESCO Creative City of Design. The city continues to thrive as a leader of arts and creativity. The modern inner city is surrounded by palm-studded districts of gated communities, beautiful parks and former industrial buildings turned into contemporary art districts, cafes, restaurants, boutiques and high-ceilinged galleries.

Candidate Profile

Successful candidates will have the ability to work to the highest professional standards and demonstrate creativity, energy and a flair for excellence in teaching and learning and a commitment to developing the whole child.

The school values candidates who can demonstrate a dynamic, forward thinking mindset and the ability to collaborate positively within an international team to ensure high academic standards and student achievement.

As the school progresses towards its future goals, grade level and whole school leadership opportunities will arise.

A minimum of 3 years’ experience teaching in an international school is essential. As is an excellent understanding of international school standards and teaching and learning developments.

Preference will be given to candidates who have experience of teaching A-level, IGCSE, Common Core, or IB DP.

Application Procedure

Suitably qualified candidates are invited to submit a one page statement/cover letter of educational philosophy and an up to date CV, including a good recent head and shoulders photograph and the email and telephone contact details of 2 professional references, one of which must be your current Head of School.

The review of applications will begin immediately on receipt. Initial interviews will take place on a rolling basis via Skype and so early application is encouraged.

To Apply, please see Tes.com/jobs

Closing date: 31st August 2021

Head of Physical Education

Job start: September 2021

Contract type: Full Time

Contract term: Fixed Term – Initial 3 years

NLCS Dubai is looking for a dynamic, well-qualified and committed Head of Physical Education with an outstanding track record of examination success and leadership. The appointee will lead and manage the teaching and learning within the PE Department and lead a team of specialist teachers who will deliver lessons throughout the Junior and Senior School, across the three IB programmes of the PYP, MYP and Diploma.

The successful candidate will also ensure that the qualities of the IB Learner Profile and the core academic skills of research and inquiry are embedded within the curriculum. It is essential that the Head of Physical Education has the ability to communicate deep knowledge of and passion for the subject. Previous experience of the IB Middle Years and/or the IB Diploma are an advantage; of prime importance is an ability to motivate and inspire students and lead staff in order to ensure that academic provision is consistently of the highest standard. Experience of the PYP is not essential, as we have dedicated PYP language teachers.

The appointee will ensure that all members of the department offer support to the learning and pastoral needs of individual students, in keeping with the School’s aims and values.

Application Process

Please visit our career portal at https://internationalcareers-nlcs.icims.com/jobs/search?ss=1&searchLocation=13701 for information about the role and to apply.

Closing Date: 31st May 2021

Literacy Coordinator

Salary: AED. 9,000-12,500 depending on criteria

Full Time, Permanent

Start date: 22 August 2021

Apply by: 30th April 2021

Diyar International Private School, Fujairah is looking for an amazing Principal to lead the school into the next stage of its impressive improvement journey.

Are you attracted to a friendly, community school on a journey of improvement? Are you committed to inquiry-based learning which meets learner needs? Are you a first language speaker of English? Do you have teaching experience in the UAE? Are you, student-focused and self-reflective? Do you love the sea and mountains? If the answer is yes to all six questions then you may be just the teacher we are looking for to join our amazing education team, at Diyar International School, Fujairah.

If selected, you will experience:

• A highly experienced leadership team
• A dedicated Advisory Board
• An experienced Chief Education Officer
• High quality professional development
• A dynamic and committed teaching team
• Excellent Heads of Section
• Great students
• A school with masses of potential and personality.

Interested applicants must have minimum 2 years teaching experience with a Bachelors in English /Bachelor in Education specialized in English.

Applicants to send CV to: recruitment@diyar.school

Please provide a supporting statement addressing person specification as outlined in the candidate pack.

Our school is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. All post holders are subject to appropriate vetting procedures and satisfactory criminal background checks.
Teacher of Mathematics (Middle or Senior School)  
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 mathematician to contribute to the development of a new school that aspires to become one of the leading schools in Asia.

The post-holder will be passionate about the development of mathematics at secondary level and work collaboratively with colleagues to propel our enthusiastic and hardworking pupils to excellent rates of academic progress.

A blended Chinese and international curriculum will combine a drive for academic excellence with a whole child education programme designed to nurture healthy, well-adjusted young people.

Full applications are encouraged. This exciting and challenging role commands a very attractive salary and benefits package and will commence in August 2021, allowing the successful candidate to participate in pre-opening induction ahead of the school launch in September 2021.

Application Process
Early application preferred. To submit an application, please visit: https://diponteducation.recruitee.com/o/teacher-of-middle-school-mathematics-chengdu
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 24 March 2021

Teacher of Girl’s PE (whole school)  
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.

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 24 March 2021

Teacher of Primary Music  
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 Music 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 be passionate about the development of music at primary level and work collaboratively with colleagues to propel our enthusiastic and hardworking pupils to excellent rates of academic progress.

A blended Chinese and international curriculum will combine a drive for academic excellence with a whole child education programme designed to nurture healthy, well-adjusted young people.

The post-holder will be an inspiring educator, technically knowledgeable and with a sound understanding of best practice. An emphasis on both academic rigour and innovation within a curriculum that meets the needs of all pupils will be essential. Development of Music is a particular strength for Chinese students and excellent subject knowledge to senior school level will be required of the successful applicant.

This exciting and challenging role commands a very attractive salary and benefits package and will commence in August 2021, allowing the successful candidate to participate in pre-opening induction ahead of the school launch in September 2021.

Application Process
Early application preferred. To submit an application, please visit: https://diponteducation.recruitee.com/o/teacher-of-primary-music
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 24 March 2021

Head of Foundation Stage  
Full Time - Permanent

Aldar Academies is currently seeking an outstanding Head of Foundation Stage for Al Muna Academy in Abu Dhabi commencing academic year 2021 - 2022.

Al Muna Academy is located in the centre of the city of Abu Dhabi and is a highly 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.

Requirements:
• Bachelor of Education or a Bachelor’s Degree in a related subject with PGCE or other teacher qualification.
• Minimum of 2 years’ experience as a Foundation Stage Teacher.
• Minimum of 1 year’s leadership experience.
• Strong experience teaching the Early Years Foundation Stage Curriculum.
• 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.
• A clean enhanced Disclosure and Barring Services check or police check.

Application:
A covering letter and CV including details of two referees should be sent via TES website.
Application closing date: 24 March 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.
Head of Islamic Studies

Job start: September 2021
Contract type: Full Time - Fixed term

North London Collegiate School Dubai is seeking for a Head of Islamic Studies.

Founded in partnership with Sobha, North London Collegiate School Dubai offers an academically ambitious education in keeping with the aspirational ethos of NLCS (UK). The School provides the same impressive range of extra-curricular activities for which NLCS (UK) and NLCS Jeju are well known, and to foster well-rounded individuals who are capable of becoming leaders.

The successful candidate will also ensure that the qualities of the IB Learner Profile and the core academic skills of research and inquiry are embedded within the Islamic Studies curriculum, whilst ensuring that KHDA and MOE curriculum requirements are met. It is essential that the Head of Islamic Studies has the ability to communicate deep knowledge of and passion for the subject.

Application Process

Previous experience of working with KHDA curriculum standards is required, alongside a track record of developing teaching and learning within a team of teachers and a proven history of successful student performance.

For further information about North London Collegiate School Dubai, please visit: https://nlcsom.com/dubai/

IB Digital Design Teacher - August 2021

Salary: Competitive tax free salary, furnished accommodation, premium medical and life insurance, work permit and residence visa, annual flight allowance, tuition fee concession, and End of Service Benefits

The International Baccalaureate (IB) programmes are at the heart of GEMS World Academy and are internationally renowned as rigorous and challenging courses in which students develop rapidly both personally and academically. The IB Programme is widely considered the gold standard of education, and GEMS World Academy is looking for talented and innovative individuals to join our highly successful team of over 130 teachers, 80 teaching assistants and 40 administrative and support staff and to contribute to the already successful outcomes for our community.

Our Digital Design department has transformed student outcomes and succeeded in inspiring a love of Digital Design and Technology learning at GEMS World Academy, through the dedication of staff, their exceptional subject knowledge, and the department’s forward-thinking approach to the curriculum. The Digital Design department is highly regarded among our student body for the care and personal support offered to students. We are now looking for an innovative IB Digital Design Teacher to join this successful team.

The ideal candidate will have extensive experience of the IB Primary Years Programme, Middle Years Programme (Grades 6-10) and Diploma Programme (Grades 11-12) and a proven track record of successful and varied teaching. Genuine alignment with the philosophy of the IB and the values embodied in the Learner Profile are essential, as is a passion for working in our truly diverse community.

Please see Tes.com for further information

If you are excited by this opportunity and are keen to apply please ensure to mention in your cover letter if you will be traveling with a teaching partner and what subject/years groups they are qualified to teach.

For further details about GEMS World Academy, Dubai please visit: www.gemsworldacademy-dubai.com

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.

The Chinese co-ordinator (MYP/DP) has responsibility for leading and coordinating the provision of Chinese in the secondary department to ensure the delivery of a high quality Chinese programme through creative and engaging learning and teaching. The successful applicant will be instrumental to the continuous development of the school, advising the senior management team, promoting whole school aims, and implementing school policies through the work of the department.

Closing date: 24 March 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.

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 form prior to interview.

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 http://www.malverncollege.org.hk. To find out more about the Malvern College International family, please visit www.malverncollegeinternational.org.
Teacher of Mathematics

Full Time, Permanent
Aldar Academies are seeking an outstanding Teacher of Mathematics for Al Bateen Academy commencing Academic Term 2021-2022.

Requirements
• Bachelor of Education in Mathematics or a Bachelor’s Degree in Mathematics with PGCE or other teacher qualification.
• Minimum of 2 years experience as a Mathematics Teacher.
• Experience in teaching A Level or IB maths. A level further Maths or IB Higher level will be an advantage but not essential.
• 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

What we offer
Aldar Academies are a family of world-class, child-centred and innovative schools based in the UAE. We educate over 20,000 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 earning model includes both students and staff and as 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.

Application
A covering letter and CV including details of two referees should be sent via TES portal.
Closing Date: 21 March 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.

Kindergarten Mandarin Coordinator

Full Time - Fixed Term | Start date: August 2021
Salary: Competitive and full package

We seek to employ teachers in the Lower School with the ability and commitment to enhance the life of an ‘all through School’, and to work effectively and collaboratively in a team dedicated to further establishing and developing the School. The Lower School team aims to deliver a stimulating and challenging curriculum and the most important part of the role is the classroom teaching and associated pastoral care of the students. In addition to this, the School’s emphasis on activities outside the classroom means that an effective and varied contribution to the extra-curricular programme is also required. There is an after school “Lions Club” for students in Y4 and Y5, and a wider Enrichment Activity programme for students in Y2-Y5.

Application Process
Please visit the Harrow Beijing careers portal to complete an online application. Deadline for submission of applications by 23rd March 2021, with fifth-round interviews taking place via Skype from the week commencing 29th March 2021.

Lower School Specialist Drama Teacher

Full Time - Fixed Term | Start date: 1 August 2021
Salary: Competitive and full package

We seek to employ teachers in the Lower School with the ability and commitment to enhance the life of an ‘all through School’, and to work effectively and collaboratively in a team dedicated to further establishing and developing the School. The Lower School team aims to deliver a stimulating and challenging curriculum and the most important part of the role is the classroom teaching and associated pastoral care of the students. In addition to this, the School’s emphasis on activities outside the classroom means that an effective and varied contribution to the extra-curricular programme is also required. There is an after school “Lions Club” for students in Y4 and Y5, and a wider Enrichment Activity programme for students in Y2-Y5.

Application
Please download the job description found on tes.com/jobs for a full breakdown of the responsibilities and tasks associated with this role.
Please visit the Harrow Beijing careers portal to complete an online application.
www.recruittoharrowis.com

Deadline for submission of applications by 22nd March 2021, with fifth-round interviews taking place via Skype from the week commencing 25th March 2021.

Primary Classroom Teacher (KS1 or lower KS2)

Contract: Three year, from August 1st 2021

Dulwich College Seoul is a flourishing, high-performing school offering teachers a fantastic opportunity to work in a purpose built and well-resourced school in the heart of one of Asia’s most dynamic cities. In partnership with Dulwich College London and its sister schools in China, Singapore and Myanmar, Dulwich College Seoul upholds the traditions and outstanding educational standards which have become the hallmark of the Dulwich name in the UK, and Asia.

The College is currently at its licence capacity of 700 students operating three-form entry from Foundation Stage to Year 9 and two-form entry in Years 10-13. We offer an IGCSE programme in Years 10/11 and the IB Diploma Programme in Years 12/13 though the College welcomes applications from great teachers, no matter their curriculum experience.

Successful candidates will be working in an environment with small class sizes and motivated students, having access to excellent resources, facilities and colleagues. Teachers receive an attractive salary (at generous tax rates) and a fully competitive overseas benefits package, including flight allowance, accommodation, living allowance, freight allowance, comprehensive health coverage and tuition for up to two children at the school.

To apply for this fixed-term position please go to https://www.dulwich.org/careers and lodge your application on-line by Thursday 25th March 2021.

Interviews will take place by Skype or in Korea. Appointments may be made before the application deadline.

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. All appointments are subject to an interview, identity checks, criminal record checks, and successful references.
PE Teacher
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 to appoint a well-qualified, enthusiastic and creative PE teacher. Interest would be shown to applicants who enjoy or have experience of teaching Physical Education to primary or lower secondary age children.

For further information about Wellington College in Shanghai and its employment opportunities, please go to: [https://www.wellingtoncollege.cn/shanghai/careers/vacancies/](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 March 2021
Website: [https://www.wellingtoncollege.cn/shanghai/](https://www.wellingtoncollege.cn/shanghai/)

Wellington College Shanghai is committed to safeguarding and promoting the welfare of children. The successful candidate must be willing to undergo an enhanced disclosure through the Disclosure and Barring Service, or local national equivalent.

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English Teacher
Full Time, Fixed Term

Huili School Hangzhou is seeking an experienced English Teacher (Key Stage 3 and 4). The KS3/4 English Teacher works in a Co-Teaching relationship with their international partner to provide education to the Junior High pupils based on the Wellington College philosophy and ethos. The teachers must support each individual pupil’s growth and development, encouraging them as Wellingtonians to be inspired, intellectual, independent, individual and inclusive. The teachers must demonstrate an understanding of the wider curriculum and administration needs of the school, and achieve high standards by responding professionally, sensitively and caringly to the needs of the pupils.

**MAIN PURPOSE**
To assume responsibility for teaching KS3/4 and English, including IGCSE, in the college, under the direction of the Head of English and Head of Junior High and by following the Wellington College curriculum.

**KEY RESPONSIBILITIES:**
The successful candidate will play a key role in the development of the English IGCSE curriculum at Huili School Hangzhou. The College is looking for a candidate who would relish the challenge of establishing the subject in a new school.

**Application deadline:** 31 March 2021

Please email us your CV and cover letter with a photo to jobs.hangzhou@wellingtoncollege.cn indicating the position you are applying for in the subject header.

To find out more go to [https://www.wellingtoncollege.cn/careers/](https://www.wellingtoncollege.cn/careers/)

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KS1 & KS2 Teacher
Full Time, Fixed Term

**MAIN PURPOSE**
Wellington College International Hangzhou is committed to providing world-class educational opportunities in the city of Hangzhou. We seek to recruit and develop staff members who are fully engaged with the stated vision of the school – [to] “aspire to create a caring, international community that develops well-rounded individuals with strong values and the skills to thrive within an ever-changing global society” and who are guided in their professional and personal conduct by the core Wellington values – courage, respect, integrity, kindness and responsibility. In this way, the post holder should regard the following outline of the job description not as a checklist of things to achieve, but as a starting point for their growth in the role.

**KEY RESPONSIBILITIES:**
- Professional Attributes:
  - Have high expectations of children and a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
  - Demonstrate the values, attributes and behaviour you expect from children.
  - Be aware of the professional duties of teachers and the statutory framework within which they work.

**Application deadline:** 31 March 2021

Please email us your CV and cover letter with a photo to jobs.hangzhou@wellingtoncollege.cn indicating the position you are applying for in the subject header.

To find out more go to [https://www.wellingtoncollege.cn/careers/](https://www.wellingtoncollege.cn/careers/)

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Juniors Class Teacher
Full Time/ Fixed Term

This is an exciting opportunity for a dynamic primary class teacher to further their career at an innovative British curriculum co-educational international boarding school.

The applicants who can meet the following requirements are welcomed:
- A qualified teacher with UK PGCE or other globally recognized teaching qualification such as QTS.
- Have an outstanding record of teaching.
- A minimum of 2 years’ qualified full-time teaching experience
- Positive, resilient personality and problem-solving driven
- Recent and consistent experience of Co-Curricular Activities

We welcome applicants with experience of working within boarding schools or applicants with a keen interest to participate, live and work within a boarding community. We appreciate that all applicants may not have such experience at present but we welcome applicants with the right approach to a unique part of the MIS experience.

The position will commence in August 2021, and the initial contract will be for a period of two years. Preference is given to candidates already in Mainland China.

**How to apply**
Applicants should apply online through the TES careers portal. Please provide the names and full contact details of three professional referees, one of whom should be the Director/Head of School Principal of your current school.

Short-listed candidates must be able to provide a recent DBS/PVG check, police clearance certificate or similar record of non-criminality demonstrating that there is no reason why they cannot work with children.

The application should be submitted no later than **Friday, March 26th**.

Early applications are encouraged as MIS reserves the right to appoint before the deadline.

Due to national regulations, it is very unlikely that we will be able to secure a work permit or visa for foreign nationals whose 60th or subsequent birthdays take place between August 1, 2021, and July 31, 2022.
A covering letter and CV including details of two referees should be added as supporting documents

APPLICATION

- Bachelor in English Education or a Bachelor’s Degree in a related subject with PGCE or other teacher qualification with a minimum of 2-year teaching experience in the related field.
- Experience of the American curriculum
- A commitment to an extensive enrichment program

APPLICATION

A covering letter and CV including details of two referees should be added as supporting documents on the TES website.

Aldar Education and ADNOC Schools are 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 Music Teacher to join our existing Secondary School team at GEMS Metropole School, Dubai for a September 2021 start.

The successful candidate will be an experienced Music Teacher who is excited to join our world-class school and is 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. As well as being a great place to work, Dubai is a vibrant, cosmopolitan, rapidly expanding city where the sun shines all year round. Teachers in Dubai enjoy an exciting lifestyle, with opportunities for new and exciting leisure activities and travel across the region and further afield!

Successful applicants will have:
• Solid and demonstrable teaching experience at Key Stage 3, 4 and 5 following the UK National Curriculum.
• A certified teaching qualification, such as B.Ed, PGCE, PGDE or equivalent (PGCE/PGDE must be accompanied by a subject relevant Bachelor’s Degree).
• The desire to provide outstanding teaching and learning.
• An aspiration to work in a world-class school with real prospects for enhancing their career.
• The availability to relocate to Dubai/start immediately.

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.

Closing Date: 31st May 2021

To find out more about GEMS Education visit: www.gemseducation.com

We are looking for a committed and dynamic head of department to join the English department at GEMS Metropole School, Dubai from September 2021.

This is a fantastic opportunity for an experienced leader or an experienced English 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.

Successful applicants will have:
• 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
• 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

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.

Closing Date: 31st May 2021

To find out more about GEMS Education visit: www.gemseducation.com

We are looking for a Chemistry Teacher to join our existing Secondary School team at GEMS Metropole School, Dubai for an August 2021 start.

The successful applicants will be joining a highly organised, committed, energetic and well equipped department in a school that has the development of all our members, staff and students alike, at the heart of our mission.

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. Please contact Mr. Moquet, (moquet.mohammed@dohacademy.net) if you have any questions.

Please complete the online TES form to express interest and please be sure to include a current photograph.

Closing Date: 14th April 2021

Doha Academy School is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening, including reference checks with previous employers and an enhanced criminal record check.

https://www.dohacademy.net/

To apply or for more information, please visit: https://careers.gemseducation.com/gems/jobs-at-gems-education

Closing date: 30th May 2021
Secondary School IB Maths Head of Department - August 2021

Full Time, Permanent

Salary: Competitive tax free salary, furnished accommodation, premium medical and life insurance, work permit and residence visa, annual flight allowance, tuition fee concession, and End of Service Benefits.

The International Baccalaureate (IB) programmes are at the heart of GEMS World Academy, and are internationally renowned as rigorous and challenging courses in which students develop rapidly both personally and academically. The IB Programme is widely considered the gold standard of education, and GEMS World Academy is looking for talented and innovative individuals to join our highly successful team of over 130 teachers, 80 teaching assistants and 40 administrative and support staff to contribute to the already successful outcomes for our community.

Our Maths department has transformed student outcomes and succeeded in inspiring a love of Maths learning at GEMS World Academy, through the dedication of staff, their exceptional subject knowledge, and the department’s forward-thinking approach to data and the curriculum. The Maths department is highly regarded among our student body for the care and personal support provided to students. We are now looking for an innovative IB Maths - Head of Department to lead this successful team.

The ideal candidate will have extensive experience of the IB Middle Years Programme (G6-10) & Diploma Programme (G11-12) and a proven track record of successful and varied teaching. Genuine alignment with the philosophy of the IB and the values embodied in the Learner Profile are essential, as is a passion for working in our truly diverse community.

Please see Tes.com for further information

For further details about GEMS World Academy, Dubai please visit: www.gemsworldacademy-dubai.com

Closing Date: 31 May 2021

Music Teacher – Whole 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 provide the successful candidate the opportunity to work 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 (closing date 31st March 2021). 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

Application deadline: Wednesday 31st March 2021

The school will review applications on a rolling basis. Early applications are encouraged.

Whole School Director - Performing Arts (Music and Drama)

This is an exciting opportunity for the right person to be involved in developing and leading the Performing Arts faculty across the Whole School 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 provide the successful candidate with the opportunity to shape both the learning spaces and oversee the delivery of the integrated curriculum ensuring that academic excellence remains a pivotal focus within the classroom. The Performing Arts faculty is located over nearly 8000sqm and across 4 floors of the main academic building. The facilities are world-class and includes a 800 seat, acoustically designed theatre, two black boxes, dressing room facilities, prop storage rooms, 35 music practice rooms, several music classrooms, a recital room and recording studio. The facilities are outstanding, and we will be looking to make our Performing Arts programme a beacon of excellence within our school community and beyond.

An excellent package of international benefits is offered, and teachers wishing to add an enriching dimension to their lives are warmly encouraged to apply. The school has a strong partnership with other internationally located Wycombe Abbey Schools.

Closing date for applications: 31st 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*.

The opportunities which Design and Technology present for students is central to the philosophy of the school. At a result, this appointment is crucial to the continued development of Jumeirah College.

The successful candidate 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.

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.
Drama Teacher – Whole 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 specialist 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 provide the successful candidate the opportunity to work 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 Tonghuan 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.waigc.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 (closing date 31st March 2022). Only completed Wycombe Abbey School Nanjing Application Forms will be considered which can be downloaded and completed from our recruitment portal – http://recruit.waigc.com

Application deadline: Wednesday 31st March 2022

The school will review applications on a rolling basis. Early applications are encouraged.

Kung fu

Wesgreen International School
Sharjah, United Arab Emirates

GEMS Wesgreen International School is currently looking to recruit inspiring teachers

TENTATIVE Lead Practitioner / Advanced Skills Teacher - Primary Maths - August ’21

Full Time, Permanent

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.

We are looking to appoint a Lead Practitioner / Advanced Skills Teacher for Primary Maths to join our existing team at GEMS Wesgreen International School for the start of the 2021-22 academic year. The school has a focus on high academic standards, computational thinking, social and emotional education as well as inclusivity to allow all students to succeed through a range of academic and vocational pathways.

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.

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.

To apply or for more information, please visit: https://careers.gemsschool.com/gems/jobs-at-gems-education

Closing date: 30 May 2021

Wesgreen International School
Sharjah, United Arab Emirates

GEMS Wesgreen International School is currently looking to recruit inspiring teachers

TENTATIVE Lead Practitioner / Advanced Skills Teacher - Primary English - August ’21

Full Time, Permanent

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.

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We are looking to appoint a Lead Practitioner / Advanced Skills Teacher for Primary English to join our existing team at GEMS Wesgreen International School for the start of the 2021-22 academic year. The school has a focus on high academic standards, computational thinking, social and emotional education as well as inclusivity to allow all students to succeed through a range of academic and vocational pathways.

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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.

To apply or for more information, please visit: https://careers.gemsschool.com/gems/jobs-at-gems-education

Closing date: 30 May 2021

Middle School Maths Teacher (KS3 & KS4)

Phoenix House is a new international school opening in the centre of Tokyo, August 2021, for international students aged 5 to 13. We will be offering a language-rich, British style education based on the National Curriculum of England.

We seek passionate, skilled and hardworking teachers excited to build and launch a rich new model of international schooling in one of the most unique and exciting cities in the world. If you are an exceptional, UK-qualified teacher, looking for a new challenge as part of a newly assembled team in Tokyo, then read on.

Our core mission is to create young people who can work collaboratively, ask deep questions and think critically, through delivery that naturally incorporates and develops inquiry skills. Solid teaching of core English and maths skills will be accompanied by language study and a thematic and inquiry-based approach towards the foundation subjects.

Phoenix House International School is managed and operated by Clarence Education Asia. www.clarenceeducationasia

This is an exciting opportunity to join a new school and a newly assembled team of creative and committed staff to provide excellent quality learning and teaching to international families in the centre of Tokyo. Successful Middle School teachers will have the opportunity to apply for KS3-KS5 (A Level) teaching roles in new CEIA secondary schools in Japan from 2023.

Applications are invited through the TES application portal with application form & a letter of application.

Closing date for applications: Friday 26th March 2021. Early applications are encouraged.

Due to COVID-19, in-person school visits, lesson observations and interviews will not be possible. Shortlisted candidates will be invited to online interview and will be expected to present: Scans of:

- University of work planning
- Children’s work – selection of recorded outcomes
- Class assessment data (names removed)
- Class assessment data (names removed)

For more details about our school, please visit our website: www.phoenixhouseschool.org

Phoenix House International School is committed to safeguarding and promoting the welfare of children. Shortlisted candidates will undergo background checks, including following up references with previous employers.
Teacher of Business & Accounting
September 2021

About the Role:
We are looking for an experienced Business & Accounting teacher to join GEMS Wellington Academy Al Kral, 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 minimum of 2 years solid and demonstrable teaching experience at Key Stage 3, 4 and 5
- Exposure to the UK National Curriculum is desirable.
- A certified teaching qualification, such as B.Ed, PGCE, PGDE or equivalent (PGCE/PGDE must be accompanied by a subject relevant Bachelor’s Degree).
- The desire to provide outstanding teaching and learning.
- An aspiration to work in a world-class school with real prospects for enhancing their career.

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.

Closing Date: 31 May 2021

To find out more about GEMS Education visit: www.gemseducation.com

Haileybury Astana School
French Teacher
Full Time - Fixed Term

The successful applicant will be an outstanding and experienced 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/GCSE and A Level or IB 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 habitat. 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: 23:59 KZ Time (GMT +6) on Friday 9th April 2021

COVID-19 restrictions mean that it is unlikely to be able to secure visitor entry for Kazakhstan. 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 13th and 14th April 2021.
- Interviews for shortlisted candidates with the Headmaster will be held on 15th and 16th April 2021.

This program is subject to alteration in the event of changes to the Covid-19 restrictions in London and Kazakhstan.

Haileybury Astana School is an Equal Opportunities Employer.

Head of School - (Female Middle/High Campus)
ADNOC School, Sas Al Nakhl (Abu Dhabi)
Full Time - Permanent

Closing Date: 11th April 2021

The Post
Aldar Education is currently seeking a Head of School - Female Middle/High Campus for August 2021 start to join our growing family of owned and operated schools in the UAE. The current vacancy is based in ADNOC School, Sas Al Nakhl in Abu Dhabi, UAE.

This is an exciting opportunity to join Aldar Education and to help shape the future of Abu Dhabi’s leading school group. ADNOC Schools, managed and operated by Aldar Education, offer world-class amenities and are designed to provide learners with a 21st Century curriculum using the latest technology and world-class facilities.

The schools deliver the renowned US Massachusetts/Common Core curriculum and ADNOC, Abu Dhabi currently educates 3,686 students from KG through Grade 12. In addition, high school students have access to AP (Advanced Placement) examinations, accredited by the US College Board. Students graduate with the American High School Diploma.

Successful candidates will combine an excellent track record of effective leadership experience, developed in the UK, USA, or other international settings, with strong interpersonal skills and cultural awareness with the ability to manage the demands and needs of a wide range of stakeholders from the Board level to parents, teachers, and Principals. Exceptional communication skills combined with being a visible leader and ambassador for the school are pivotal to this role.

The role requires high-level strategic thinking combined with a firm grasp of how to ensure outstanding education outcomes across the school. Candidates must be committed to working in partnership with other schools within the group and developing ways to engage with strategic partners to support the work of the school, the group as a whole, and the UAE’s wider education vision.

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.

APPLICATION
Interested applicants should forward: 1 side A4, letter of interest, Most recent resume/CV & 2 references (1 current Principal/Supervisor)

Aldar Education and ADNOC Schools are 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.

19 MARCH 2021 Tes 139
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.

ADNOC 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.

ADNOC 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 cover 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 April 2021

Aldar 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.

Teacher of Mandarin
Full Time/Fixed Term
August 1st 2021 start
The Directors of the British School in Colombo, Sri Lanka, are seeking to appoint a Teacher of Mandarin from August 2021.
BSC was founded in 1994 and has a current population of 1,400 students of 48 nationalities with 170 academic staff. BSC offers the English National Curriculum, with students entered for Cambridge IGCSE and AS Levels. For further information about the School, please see britishschool.lk

Suitably qualified candidates should complete the TES online application form and support the application by uploading the following:
• a letter of application (no more than two pages), briefly outlining why the candidate wishes to apply for this position, with a clear indication of their educational philosophy and approach to school leadership
• a copy of your passport (this is required for visa application)

Closing date: Friday 2nd April 2021

Video interviews will be arranged immediately with selected candidates.
BSC is committed to safeguarding children and young people. All post holders in regulated activity are subject to appropriate vetting procedures and providing an International Child Protection Certificate (ICPC).

KS1 Primary Teacher
Full Time/Permanant
Salary: Competitive Tax Free
The Royal Grammar School Guildford in Qatar (RGSQG) opened in September 2016 with the Early Years Foundation Stage and Key Stage 1. Based on the same principles as RGS Guildford, UK, RGSQG has quickly gained a reputation for providing outstanding education and enrolment has increased across the school. RGSQG currently educates girls and boys from Nursery to Year 9 on an attractive campus 10 minutes’ drive north of central Doha. Having established an excellent team of staff and outstanding facilities the school will open Year 10 in August 2021.

We are looking for an outstanding KS1 Primary teacher who is excited to join our growing team of educators at RGSQG. We present an exciting opportunity to play an important part in the development and growth of our school.

The job listing summary will appear on the search results page. It’s important to make a great first impression and entice potential candidates to click on your job advert. Maximum 250 characters

In addition to providing teachers with the opportunity to be part of one of the UK’s most successful schools, we offer a competitive tax free salary, accommodation, transport allowances, private medical cover, annual return flights to home country, and after completing one year, you will have the end of service gratuity also included in the employment package.

Closing date: 14 April 2021

The RGS is committed to safeguarding and promoting the welfare of children and young people. Applicants must be willing to undergo child protection screening, including reference checks with previous employers.

Female Science Teacher
(Physics, Biology or Chemistry)
Full Time - Fixed Term
Salary: Very Competitive
Start date August 2021
The Sheikh Zayed Private Academy for Girls is looking to expand our international teaching staff. We need great classroom practitioners, irrespective of their curriculum experience, who are keen to develop as teachers, gain new curriculum understandings, and embrace the culture of the UAE. The successful applicant will be able to teach general science across secondary with a specialization in physics, chemistry or biology.

Requirements:
• Bachelor’s Degree in science
• PGCE or equivalent qualification in Education
• A minimum of 3 years teaching experience in UK or US curriculum schools
• A clean enhanced Disclosure and Barring Services check or police check

If this sounds like you, please submit your application via the TES portal, outlining your career so far and your ambitions within the education profession. The closing date for applications is 23 March 23. We will then send the most suitable candidates an invitation to interview.

Closing Date: 23 March 2021

Female Computer Science Teacher
Full Time - Fixed Term
Salary: GBP 32,000 to GBP 42,800 (tax free)
Start date August 2021
The Sheikh Zayed Private Academy for Girls is looking to expand our international teaching staff. We need great classroom practitioners, irrespective of their curriculum experience, who are keen to develop as teachers, gain new curriculum understandings, and embrace the culture of the UAE. The successful applicant will be able to teach computer science across the secondary school.

Requirements:
• Bachelor’s Degree in computer science, or related subject
• PGCE or equivalent qualification in Education
• A minimum of 3 years teaching experience in UK or US curriculum schools
• A clean enhanced Disclosure and Barring Services check or police check

If this sounds like you, please submit your application via the TES portal, outlining your career so far and your ambitions within the education profession. The closing date for applications is 23 March 23. We will then send the most suitable candidates an invitation to interview.

Closing Date: 23 March 2021

International
Female Teacher of Art, with another subject
Full Time - Fixed Term
Salary: GBD 32,000 to GBD 42,000 (tax free)
Start date: August 2021
The Sheikh Zayed Private Academy for Girls is looking to expand our international teaching staff. We need great classroom practitioners, irrespective of their curriculum experience, who are keen to develop as teachers, gain new curriculum understandings, and embrace the culture of the UAE. The successful candidate will have experience teaching art to students up to 18 years old. Certification in an additional teaching subject is also required.
Requirements:
- Bachelor’s Degree in a relevant field.
- PGCE or equivalent qualification in Education
- A clean enhanced Disclosure and Barring Services check or police check
If this sounds like you, please submit your application via the TES portal, outlining your career so far and your ambitions within the education profession. The closing date for applications is March 23. We will then send the most suitable candidates an invitation to interview.
Closing date: 23 March 2021

Arabic Teacher
CBSE Curriculum
Full Time / Fixed Term
The opportunity:
We are seeking an enthusiastic and inspiring teacher of Arabic for the senior school. The successful candidate will be an excellent and successful teacher with the ability to promote the personal development of students and improve the standard of learning and achievement.
The ability to teach Islamic Studies would be an advantage. This is an excellent opportunity to join a friendly and welcoming community in one of the leading international schools in the region.
Skills and qualities:
- Commitment to student wellbeing and learning
- Degree and teaching certificate
- Experience in a CBSE or international school
- Strong communication and people skills
- High level of cultural awareness and sensitivity
Recruitment requirements:
As part of the recruitment process, you will be required to submit fully attested degree and teaching certificates, transcripts and police certificate.
Please note that due to government regulations we can only consider applicants who are at least 25 years of age.
Please visit tes.com to apply.
Closing Date: 11 March 2021

Math Teacher for AP curriculum
Part Time, Fixed Term
Neeja Modi School requires an experienced online Math teacher to teach AP Math, AP Calculus and AP Statistics.
The candidate must hold Masters degree in Mathematics.
He/She must have an experience of minimum 5 years in teaching AP curriculum. The candidate must be able to deliver challenging lessons online, track student progress, provide feedback and remedial measures and motivate students to meet higher academic expectations.
Please see Tes.com for further information and how to apply.
Closing Date: 20 March 2021
Shilpa Gupta +919351133002
shilpa@nmsindia.org

Elementary Visual Arts Teacher
Full Time - Fixed Term
Sheikh Zayed Private Academy for Boys, Abu Dhabi is a leading British Curriculum school, delivering an outstanding education from KG – Grade 12. As a GEMS-managed school, SZPAB has, since opening in 2015, already established a reputation across the UAE for its high quality education, modern facilities and innovative use of technology.
Requirements:
- Bachelor’s Degree in a relevant subject
- PGCE or equivalent qualification in Education
- A minimum of 3 years teaching experience with recent experience of outstanding pedagogy / inspection results
- A clean enhanced Disclosure and Barring Services check or police check
- Experience teaching EAL students an advantage
Please complete the TES online application form and upload your CV, with a letter of application that outlines your career so far and your ambitions within the education profession. Only those shortlisted for interview will be contacted.
Closing date: 23 March 2021

Arabic Teacher
CBSE Curriculum
Full Time / Fixed Term
The Sheikh Zayed Private Academy for Boys, Abu Dhabi is a leading British international school, located in The Springs area of Dubai’s Emirates Hills. A taleem school, DBS offers high quality education to over a thousand students aged 1 to 18. Dubai British School is fully accredited by the Council of International Schools (CIS), and is rated ‘Very Good’ by the Dubai Schools Inspection Bureau (DSIB).

What do we look for?
Due to KHDA regulations, we can only employ individuals with a degree and a certificate in the specialist subject you teach.
Our teachers are always experienced teaching the British Curriculum for English either in the UK or an international setting. Aside from the experience, personality is very important, we look for inspirational teachers who have a teaching experience on students for years to follow. If you’re able to demonstrate outstanding standards of teaching and learning, with a passionate, enthusiastic, creative and dynamic attitude then we want to hear from you!
Visit www.tes.com/jobs to apply.
Closing date for applications is 23rd March 2021. Only shortlisted candidates will be contacted for an interview.

Closing Date: 23 March 2021

Secondary Humanities and English Teacher (maternity cover)
Full-time | Permanent
Dubai British School is a thriving British international school, located in The Springs area of Dubai’s Emirates Hills. A taleem school, DBS offers high quality education to over a thousand students aged 1 to 18. Dubai British School is fully accredited by the Council of International Schools (CIS), and is rated ‘Very Good’ by the Dubai Schools Inspection Bureau (DSIB).

What do we look for?
Due to KHDA regulations, we can only employ individuals with a degree and a certificate in the specialist subject you teach.
Our teachers are always experienced teaching the National Curriculum for England either in the UK or an international setting. Aside from the experience, personality is very important, we look for inspirational teachers who have a teaching experience on students for years to follow. If you’re able to demonstrate outstanding standards of teaching and learning, with a passionate, enthusiastic, creative and dynamic attitude then we want to hear from you!
Visit www.tes.com/jobs to apply.
Closing date for applications is 23rd March 2021. Only shortlisted candidates will be contacted for an interview.

Closing Date: 23 March 2021

Female Teacher of Art, with another subject
Full Time - Fixed Term
Salary: GBD 32,000 to GBD 42,000 (tax free)
Start date: August 2021
The Sheikh Zayed Private Academy for Girls is looking to expand our international teaching staff. We need great classroom practitioners, irrespective of their curriculum experience, who are keen to develop as teachers, gain new curriculum understandings, and embrace the culture of the UAE. The successful candidate will have experience teaching art to students up to 18 years old. Certification in an additional teaching subject is also required.
Requirements:
- Bachelor’s Degree in a relevant field.
- PGCE or equivalent qualification in Education
- A clean enhanced Disclosure and Barring Services check or police check
If this sounds like you, please submit your application via the TES portal, outlining your career so far and your ambitions within the education profession. The closing date for applications is March 23. We will then send the most suitable candidates an invitation to interview.
Closing date: 23 March 2021

Arabic Teacher
CBSE Curriculum
Full Time / Fixed Term
The Sheikh Zayed Private Academy for Boys, Abu Dhabi is a leading British international school, located in The Springs area of Dubai’s Emirates Hills. A taleem school, DBS offers high quality education to over a thousand students aged 1 to 18. Dubai British School is fully accredited by the Council of International Schools (CIS), and is rated ‘Very Good’ by the Dubai Schools Inspection Bureau (DSIB).

What do we look for?
Due to KHDA regulations, we can only employ individuals with a degree and a certificate in the specialist subject you teach.
Our teachers are always experienced teaching the National Curriculum for England either in the UK or an international setting. Aside from the experience, personality is very important, we look for inspirational teachers who have a teaching experience on students for years to follow. If you’re able to demonstrate outstanding standards of teaching and learning, with a passionate, enthusiastic, creative and dynamic attitude then we want to hear from you!
Visit www.tes.com/jobs to apply.
Closing date for applications is 23rd March 2021. Only shortlisted candidates will be contacted for an interview.

Closing Date: 23 March 2021

Arabic Teacher
CBSE Curriculum
Full Time / Fixed Term
The Sheikh Zayed Private Academy for Boys, Abu Dhabi is a leading British international school, located in The Springs area of Dubai’s Emirates Hills. A taleem school, DBS offers high quality education to over a thousand students aged 1 to 18. Dubai British School is fully accredited by the Council of International Schools (CIS), and is rated ‘Very Good’ by the Dubai Schools Inspection Bureau (DSIB).

What do we look for?
Due to KHDA regulations, we can only employ individuals with a degree and a certificate in the specialist subject you teach.
Our teachers are always experienced teaching the National Curriculum for England either in the UK or an international setting. Aside from the experience, personality is very important, we look for inspirational teachers who have a teaching experience on students for years to follow. If you’re able to demonstrate outstanding standards of teaching and learning, with a passionate, enthusiastic, creative and dynamic attitude then we want to hear from you!
Visit www.tes.com/jobs to apply.
Closing date for applications is 23rd March 2021. Only shortlisted candidates will be contacted for an interview.

Closing Date: 23 March 2021
**Class Teacher**  
**Full Time, Fixed Term**  
**Starting August 2021**

The ideal candidate must be a qualified teacher to lead early years/primary level students whose first language is not English (usually Arabic). Within cultural parameters, we follow the American Curriculum, which constitutes around 50% of the timetable. All lessons are taught in English, except for Arabic language and Arabic language-related subjects. The ideal candidate will have a minimum of 2 years’ continuous experience; UAE local experience is an advantage. He/She will show initiative and adaptability, be a team player and will relish the challenges and rewards of teaching in an international setting.

If you are excited by the challenge of a different teaching experience in a vibrant environment, this opportunity may well be for you. The successful candidate will be welcomed into a team that fosters pedagogical discussion and aims to make their subject accessible to all students.

**To Apply:**  
Interested applicants should click on the **Apply now** button below to upload their CV.  
Applications will be processed upon receiving the application, and suitable candidates will be interviewed without delay. The advert will be removed once the post is filled. Candidates encouraged to submit their applications before the deadline.

**Closing Date:** 30 April 2021

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**Teacher of English**  
**Full Time, Fixed Term**  
**Sheikha Zayed Private Academy for Boys is a leading UC Curriculum school, delivering an outstanding education from KG1 to Grade 12.**  
As a GEMS-managed school, SZPAB has, since opening in 2015, already established a reputation across the UAE for its high quality education, modern facilities, innovative use of technology and 1 to 1 Pad program.

The school was listed as one of the top 10 schools in the UAE and won the best blended curriculum in the UAE in the Schools Compared Awards 2018.

**Requirements:**  
- Bachelor’s Degree in English  
- PGCE or equivalent qualification in Education  
- A minimum of 2 years teaching experience  
- A clean enhanced Disclosure and Barring Services check or police check

Please complete the TES online application form and upload your CV, with a letter of application that outlines your career so far and ambitions within the education profession. Only those shortlisted for interview will be contacted.

**Closing date:** 1 April 2021

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**SOCIETY & PSYCHOLOGY TEACHER**  
**Competitive, tax-free salary**  
**August 2021**

We are one of the leading British curriculum schools in Qatar and the first High Performance Learning accredited school in the world. We have seen tremendous academic success with a Level Sociology and Psychology, and we are looking for the right teacher to continue the same level of success as we introduce GCSE Sociology.

In return, you will enjoy a salary and benefits package that is recognised as one of the best in the Middle East. To find out more, please visit [www.dohacollege.com/discover](http://www.dohacollege.com/discover)

**Closing date:** 11 April 2021

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**Secondary PE Teacher**

Al Sahwa Schools is inviting teachers passionate about their subject and profession to apply for teaching positions 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 subject.
- 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 online on [www.tes.com/jobs](http://www.tes.com/jobs)

**The closing date is 2nd April 2021**

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**EYFS Teacher**  
**Full Time, Fixed Term**  
**Starting Academic Year 2021/2022**

The ideal candidate must be a qualified teacher to lead early years/primary level students whose first language is not English (usually Arabic). Within cultural parameters, we follow the American Curriculum, which constitutes around 50% of the timetable. All lessons are taught in English, except for Arabic language and Arabic language-related subjects. The ideal candidate will have a minimum of 2 years’ continuous experience; UAE local experience is an advantage. He/She will show initiative and adaptability, be a team player and will relish the challenges and rewards of teaching in an international setting.

If you are excited by the challenge of a different teaching experience in a vibrant environment, this opportunity may well be for you. The successful candidate will be welcomed into a team that fosters pedagogical discussion and aims to make their subject accessible to all students.

**To Apply:**  
Interested applicants should click on the **Apply now** button below to upload their CV.  
Applications will be processed upon receiving the application, and suitable candidates will be interviewed without delay. The advert will be removed once the post is filled. Candidates encouraged to submit their applications before the deadline.

**Closing Date:** 15 April 2021

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**TENBY SCHOOLS SETIA ECO PARK SELANGOR, MALAYSIA**

**Primary Classroom Teacher**

We are looking for a Primary Classroom Teacher to join our 5-form entry International Primary School and lead one of our classes to the next level of learning. You will need to be passionate about learning and passionate about developing as a teacher. You will have at least 2 years experience as a class teacher and some experience in subject leadership or an additional responsibility outside the classroom. We are open to candidates with either KS1 or KS2 experience to fill the role. Knowledge of one more than one primary curriculum is even more important than the specific phase. You must be good at working with and inspiring your colleagues, our students and their parents.

The start date for this role is August 2021. It would not be suitable for NQTs.

The closing date is 1st April 2021 but interested candidates are strongly encouraged to submit their applications as soon as possible as interviews may be arranged before the deadline.

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@tenby.edu.my

Interviews will be conducted online through Zoom, Skype or Microsoft Teams.

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**RAIN TREE**

**Nursery Class Teacher**

Seeking Nursery Class Teacher to join progressive leading early years school in the heart of Bangkok, for August 2021 start.

Raintree is an international early years centre offering progressive early childhood programme for children aged 1.5 to 5 years old. Our purposely designed school, opened in August 2017, is ideally located in the heart of Bangkok (Thailand) in an affluent residential area and within 5 minutes drive of the CBD and diplomatic district.

Raintree seeks dynamic and experienced early years teachers, who are committed to creating a stimulating child-centred inquiry-based learning.

**Application Process**

Please contact the school at hr@raintreebangkok.com along with your cover letter detailing your philosophy, CV, recent photo, and two contacts details of professional referees

**Closing date for applications:** 30th April 2021

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**INTERNATIONAL**

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**SOCIETY & PSYCHOLOGY TEACHER**

**Competitive, tax-free salary**

**August 2021**

We are one of the leading British curriculum schools in Qatar and the first High Performance Learning accredited school in the world. We have seen tremendous academic success with A Level Sociology and Psychology, and we are looking for the right teacher to continue the same level of success as we introduce GCSE Sociology.

In return, you will enjoy a salary and benefits package that is recognised as one of the best in the Middle East. To find out more, please visit [www.dohacollege.com/discover](http://www.dohacollege.com/discover)

**Closing date:** 11 April 2021

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**TEACHER OF PSYCHOLOGY**

**Competitive, tax-free salary**

**August 2021**

We are one of the leading British curriculum schools in Qatar and the first High Performance Learning accredited school in the world. We have seen tremendous academic success with A Level Sociology and Psychology, and we are looking for the right teacher to continue the same level of success as we introduce GCSE Sociology.

In return, you will enjoy a salary and benefits package that is recognised as one of the best in the Middle East. To find out more, please visit [www.dohacollege.com/discover](http://www.dohacollege.com/discover)

**Closing date:** 11 April 2021

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**Primary Classroom Teacher**

We are looking for a Primary Classroom Teacher to join our 5-form entry International Primary School and lead one of our classes to the next level of learning. You will need to be passionate about learning and passionate about developing as a teacher. You will have at least 2 years experience as a class teacher and some experience in subject leadership or an additional responsibility outside the classroom. We are open to candidates with either KS1 or KS2 experience to fill the role. Knowledge of one more than one primary curriculum is even more important than the specific phase. You must be good at working with and inspiring your colleagues, our students and their parents.

The start date for this role is August 2021. It would not be suitable for NQTs.

The closing date is 1st April 2021 but interested candidates are strongly encouraged to submit their applications as soon as possible as interviews may be arranged before the deadline.

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@tenby.edu.my

Interviews will be conducted online through Zoom, Skype or Microsoft Teams.

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**Early Years Class Teacher for Term 3**

**April to July 2021**

The Swiss International Scientific College in Dubai (SISD) is a leading international day and boarding school where future generations are inspired to become confident and enthusiastic lifelong learners, ready to embrace the opportunities and challenges of a global world.

At SISD we follow the framework of the International Baccalaureate (IB) programme from Pre-Kindergarten (PreKG) to Grade 12 and the Swiss Baccalaureate programme from Grade 6 onwards. The Swiss International Scientific School in Dubai is an IB Continuum World School authorised to offer and teach the IB Primary Years Programme (PYP), IB Middle Years Programme (MYP) IB Diploma Programme (DP) and the IB Career-related Programme (CP).

We are also a member of the Swiss Group of Schools, CIS and ECIS.

Applicants are invited to apply directly through the TES application form: [www.tes.com/jobs](http://www.tes.com/jobs)

**Closing date:** 31 March 2021

We are committed to provide a safe and happy environment for all our employees and in which our students can thrive and learn. We are committed to safeguarding and promoting the welfare of all our employees and students.
Starting date: 1st September 2021
Permanent contract, full time

Haut-Lac International bilingual school (K-12 with around 600 students) near Vevey (Vaud), Switzerland invites applications from francophone Biology and Science Teachers for IB MYP and DP, to join the school team from mid-August 2021. Candidates who are able to teach either MYP Music (in English), or another subject as well as Biology and Science are preferred.

Applicants should be enthusiastic educators with experience of teaching in international schools and have an interest in promoting extra-curricular activities to our students. Due to Swiss immigration law, only Swiss citizens, Swiss permit holders or EU member countries passport holders can apply.

Only short-listed candidates will be contacted
For full information about our school, please visit our website at http://www.haut-lac.ch
To apply, please follow the ‘Quick Apply’ link on the tes.com/jobs website.
Closing date: 31 March 2021

Teacher of Mathematics for Senior School in TEMS (Madrid)

Permanent contract, full time
Starting date: 1st September 2021

TEMS is currently looking for an experienced teacher to teach Maths across our Senior Department (Y-18) to join one of the best international schools in Madrid. We are looking for someone who is passionate and dedicated to teaching and building excellent relationships with our pupils, something that sets TEMS apart. This role includes responsibility for planning, teaching and classroom management as well as monitoring, assessment and pastoral care. We are especially interested in those with a second subject either in Computing and/or Physics.

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.

Interviews: We reserve the right to interview and appoint prior to the closing date for the ideal candidate, so early applications are encouraged
Closing date: 30th March 2021

COGNITA
The English Montessori School is part of the Cognita schools family

DP Biology and Integrated Sciences Teacher (francophone)
Full Time, Permanent

Haut-Lac International bilingual school (K-12 with around 600 students) near Vevey (Vaud), Switzerland invites applications from francophone Biology and Science Teachers for IB MYP and DP, to join the school team from mid-August 2021. Candidates who are able to teach either MYP Music (in English), or another subject as well as Biology and Science are preferred.

Applicants should be enthusiastic educators with experience of teaching in international schools and have an interest in promoting extra-curricular activities to our students. Due to Swiss immigration law, only Swiss citizens, Swiss permit holders or EU member countries passport holders can apply.

Only short-listed candidates will be contacted
For full information about our school, please visit our website at http://www.haut-lac.ch
To apply, please follow the ‘Quick Apply’ link on the tes.com/jobs website.
Closing date: 31 March 2021

COGNITA
The British School of Barcelona is part of the Cognita schools family

Early Years/Key Stage 1 Class Teacher
Contract type: Full Time
Contract term: Permanent
Start date: 15 August 2021

Haut-Lac International Bilingual School is seeking to appoint from August 2021 a dedicated, inspirational and enthusiastic fully qualified teacher with a passion for creative teaching to join this nurturing and innovative school.

The applicant should be an outstanding practitioner, who has the ability to work as part of a strong team to achieve high standards in a warm, caring and fun manner. The applicant would be expected to make an impactful contribution to whole school curriculum and should have the ability to teach in both Early Years and Key Stage 1.

For full information about our school, please visit our website at http://www.haut-lac.ch
To apply, please follow the ‘Quick Apply’ link on the tes.com/jobs website.
Closing date: 9 April 2021

COGNITA
The British School of Barcelona is part of the Cognita schools family

Second 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 (3-18 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 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: 12th April 2021

International Geeves pump house and grounds in Vevey, Switzerland

COGNITA
The British School of Barcelona is part of the Cognita schools family

EYFS/KS1/KS2 Class Teacher
Full Time, Permanent
Start date Sept - 2021

We are looking to appoint a team of EYFS & Primary teachers to open our new BSB City campus in September 2021 in Barcelona.

After 60 years of providing excellent International education in Barcelona, The British School of Barcelona is opening a new BSB City campus in the heart of Barcelona. Initially only open to Primary students, BSB City will quickly grow to become a 3-18 through-school, based in the St Gervais area of the City. We require our staff to be English speaking teachers (mother tongue level) and due to the nature of the project we have class teacher vacancies across the age ranges: EYFS, KS1 and KS2.

Please note – UK qualifications and successful experience in UK schools is essential for all posts.
All positions are offered with attractive packages including very competitive salaries, places for children in BSB, and other local benefits. Full induction and help with settling in Barcelona will be provided.

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

For further information please visit our website https://www.britishschoolbarcelona.com/
Deadline for applications: 4pm Monday 22/3/21

Skype interviews during the week beginning 22/3/21

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. Safer recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed.

COGNITA
The British School of Barcelona is part of the Cognita schools family
The English Nursery and Primary School is looking for enthusiastic and passionate individuals to apply for the following positions:

**EYFS Teacher**

**KS1 Teacher**

**KS2 Teacher**

**Teacher of PE**

**Salary:** work visa, accommodation, flight allowance, EMI

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. During the school day children have separate lessons with a range of specialist teachers such as music, drama and sport.

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.

We offer:

- A highly competitive salary
- Up to 6 weeks paid holidays within 10 academic months
- 4 weeks paid holidays in the summer, plus a bonus for signing for additional year
- Monday to Friday 8am - 5pm including up to one and a half hours PPA/planning time per day

**EYFS Teacher**

**KS1 Teacher**

**KS2 Teacher**

**Teacher of PE**

**Salary:** work visa, accommodation, flight allowance, EMI

**Full Time, Permanent**

**Start date:** 26th August 2021

- Accommodation close to school provided
- Emergency medical insurance
- Flight allowance and work permit
- Meals provided during the school day
- Constant support from the English-speaking administrative staff as well as help with settling in to Moscow life.

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 for all positions:** 8th April 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. Applicants will also be required to submit a current police criminal clearance check or equivalent from their home country and/or current country of residence prior to appointment. Every employee is personally responsible for being vigilant and carrying out their responsibilities under our Safeguarding, Child Protection and Health and Safety Policies.

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**Head of Learning Support (SENCO)**

We are an independent day school based in Gibraltar. We provide a high achieving, Christian education. Our encouraging ethos nurtures pupils to become confident, capable, compassionate and independent young people.

We are looking for a committed, dynamic and suitably qualified SENCO to lead our new school in further developing the support we give our pupils with SEN.

The ideal candidate will have had previous experience in running a department catering for the needs of students with a range of Specific Learning Difficulties and will have attained qualifications which allow assessment of pupils for access arrangements, where appropriate. As a fast growing School, there are opportunities for Personal development and the package includes a competitive salary, pension scheme and other benefits.

**Closing date for applications is Tuesday 23rd March 2021.**

For further details and to download an application form, please visit our website or contact our HR department. Please note CVs will not be accepted in lieu of application forms.

For more information or handing in/mailing of applications please contact Bianca Navarro at Prior Park School, Sacred Heart Terrace, Arena’s Palace, Old Town, Gibraltar.

Telephone: +350 2006 2006
E-mail: recruitment@priorparkschools.com
Website: www.priorparkschools.com

**Teacher of Science – Physics Specialism**

**Start Summer Term 2021**

We are an independent day school based in Gibraltar. We provide a high achieving, Christian education. Our encouraging ethos nurtures pupils to become confident, capable, compassionate and independent young people.

We are excited to offer an opportunity to join our very successful and dynamic Science Department.

We are looking for a highly organised, keen Physicist to teach their subject to GCSE and A-Level, and also have the ability to teach another science up to KS4. The post is a full-time position and would suit a teacher with experience at Secondary level or a suitably qualified NQT. As a quickly growing School, there are opportunities for Personal development and the package includes a competitive salary, pension scheme and other benefits.

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Website: www.priorparkschools.com

Prior Park School is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. We are an Equal Opportunities Employer and a registered Educational Charity no. 281242 as well as a data controller and registered with the Information Commissioner’s Office as required under current data protection legislation.
Improve your teaching practice by keeping up to date with the latest education research from leading academics
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 Chap tripped over – that hurts! (6)
2 An unpleasant individual, rotten to the core? (3,5)
9 “Perhaps one is unfeeling” – the Queen (6)
10 Variety of pony tack left almost new initially in outbuilding (8)
12 Each naval manoeuvre brings dangerous slippage (9)
13 Trouble in front of Navy deck (5)
14 Changing a retrostyled piece of sacred music (9,5)
17 Tango, rum, anise liqueurs cocktail (7,7)
21 Old, contrary, wicked oil producer (5)
22 Revolting slave caught with a trap coming back into Southern America (9)
24 Shocked to have been in front after the off (8)
25 Small fish cut outside pub (6)
26 Heads of Young Conservatives left aboard second vehicle (8)
27 Cut new bore in this river (6)

DOWN
1 Spanish Steps also covered in Italian mud (8)
2 Tell a porky about honey wine being a soft drink (7)
3 Greek character symbolising the Resistance? (5)
5 Fast start, like hot team from Sheffield? (3,9)
6 Almost lost Sadiq somewhere in Russia (9)
7 Schedule includes excessively violent war movie (7)
8 Friend in Greece welcomes closure (6)
11 Chelsea? Hell, I hit a weak spot! (8,4)
15 Roll up, telly on, living like Riley! (9)
16 Songwriter and composer spreading her wings (8)
18 Gulf citizen turning up one time to welcome artist (7)
19 It’s burned in church – in church, Poles consecrate, finally (7)
20 Party group runs inclusive county (6)
23 Swapping parts of Petri dish? (5)

1. Which English rock band takes its name from the agriculturalist who invented the seed drill?
2. Which video game has versions called Warzone, Modern Warfare, and Black Ops Cold War?
3. What position does Jean Castex hold in the French government?
4. What name is given to a series of 41 books written by Terry Pratchett?
5. What word can mean to touch lightly, a piece of useful advice and a gratuity?
6. Who had a hit with Run-DMC in 1997 with It’s Like That?
7. Swiftlet birds provide the main ingredient for which Chinese delicacy?
8. Mossad is the intelligence agency of which country?
9. In which 1999 film did Michael Clarke Duncan play the death row prisoner John Coffey?
10. Tierra del Fuego is the southernmost province of which country?
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Prof. Sugata Mitra
Prof. Sanjay Sarma
Prof. Maha Bali
Prof. Dylan Wiliam
Dr Avis Glaze
Prof. Pak Tee NG
Prof. Pedro Nogueria
Prof. Michael Fullan
Prof. Pasi Sahlberg
Prof. Kalwant Bhopal
Prof. Nell Duke
Prof. Tyrone Howard

Paradigm Shifters
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Caterham School
Paradise School
Nord Anglia International
An Daras Trust
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