



Appointment of
HEAD OF MATHS

SWANBOURNE HOUSE
BUCKINGHAMSHIRE



WELCOME TO SWANBOURNE HOUSE

Swanbourne House is an incredibly special and beautiful place to work. We are lucky to have state-of-the-art classrooms, outstanding sports facilities and grounds that genuinely need to be seen to be believed.

I am passionate about providing the most inspiring education to the children in our care and working together as part of a team to create the extraordinary. The Swanbourne House pupils and their families benefit from highly talented staff, and we work together in a culture where every view is valued, we support each other and colleagues' wellbeing and morale is prioritised.

Swanbourne House is part of The Stowe Group, and we benefit from this in numerous ways. Our pupils have access to the facilities within The Group and our staff have the opportunity to work alongside teaching staff at the other schools.

I hope that you find this application pack both useful and informative and I look forward to welcoming you to Swanbourne House soon.

Nick Holloway
Head

Swanbourne House School is an independent day and boarding school, for children aged 3 to 13 years. Set in 55 acres of Buckinghamshire countryside, with a dynamic & challenging curriculum, small class sizes, inspirational extra-curricular activities and extensive facilities, we're creating change makers ready for the world of tomorrow.

State-of-the-art Science Labs | IT suites | Specialist Teaching across Subjects from Year 5 | Art Studio | Design, Technology and Engineering Lab

The Pre-Senior Bacculaureate (PSB) is the assessment framework used in Years 7 and 8, but its roots grow throughout the curriculum across all year groups. The PSB is based on strong academic foundations, but also encourages skills such as critical thinking, creativity and problem-solving. Pupils are encouraged to think 'how' and 'why' and see setbacks as a step on the path to success as they develop curiosity, challenge their thinking and develop new ways to learn.

Last year, Swanbourne House pupils were awarded an impressive 13 scholarships and exhibitions to leading senior schools across the UK.

The Manor House

The Manor House, our dedicated teaching, play and outdoor space for children from Pre-Reception to Year 2 is at the heart of our school. Adjacent to farmland, with small class sizes, experienced and passionate teachers and an innovative approach that develops skills alongside academic progress, Swanbourne House is a special place for your child to start their learning journey. New play areas - including The Fort - have recently been built.

Pupils receive specialist teaching in Music, Sport and French during their time in the Manor House, have swimming lessons at our onsite pool from Reception and have a wide choice of enriching extra curricular activities, including rugby, ballet, science club and Mandarin.



HEAD OF MATHS

Accountable to: Deputy Head Academic

Date of Appointment: April or September 2025

The Role

To lead the Maths department as a traditional Head of Department ensuring the highest standards of learning and development are achieved by all pupils from Reception through to Year 8. Clear and effective leadership of the subject's staff is a key ingredient in setting out the department's aspirational vision that underpins all the work undertaken by pupils throughout the school.

Responsibilities

- To provide leadership and direction
- To ensure the team is managed and organised to meet the aims and objectives of the school
- To ensure exceptional standards of teaching and learning
- To meet the needs of all pupils and raise standards of achievement and progress
- To support, guide and motivate teachers within the department
- To evaluate the effectiveness of teaching and learning
- To make efficient and effective deployment of staff and resources

Management & Leadership

- To develop and maintain a scheme of work for the Maths department
- To actively engage in departmental self-assessment to review the quality of teaching and learning on a regular and systematic basis
- To engage with colleagues to talk about their teaching and the impact that it has on pupil learning
- To ensure that data is used effectively as a useful measure of progress and planning, accompanied with an understanding of the pupils as individuals
- To be responsible for the efficient running of the department
- To have responsibility for the appraisal, professional welfare, training and development of members of the department
- To attend and contribute to the curriculum development group (CDG), which is chaired by the Deputy Head Academic
- To be accountable to the Head and Deputy Head Academic for the Maths curriculum and for the teaching of the subjects to pupils throughout the school
- To liaise with the Head of Lower School to ensure that Lower School (Year 3 and below) teachers are confident in the teaching and delivery of engaging Maths lessons



- To have high expectations whilst considering the ability range of the pupils
- To take the lead in raising the standards of the department
- To hold regular meetings, formal and informal, to discuss department matters and to ensure that the department works as a team - minutes of these meetings will be shared with the Deputy Head Academic
- To support members of the department with parental enquiries
- To seek opportunities to promote the name of the school and the department through events which show off the excellence of the Maths department
- To keep abreast of current developments in teaching and, in particular, the requirements of the Pre-Senior Baccalaureate and senior school scholarship assessments

Monitoring & Assessment

- To liaise closely with the Deputy Head Academic to flag any concerns in a timely manner and to highlight areas of strength
- To manage methods of assessment in the department
- To identify pupils with specific learning difficulties and recommend that their needs are assessed by the SENDCo
- To work closely with the Learning Support team to deliver outstanding support to those children that require it

Departmental Administration

- To be accountable to the Head via the Director of Prep School Finance and Deputy Head Academic for all budgeting within the department
- To be accountable to the Head via the Director of Operations for the implementation of and monitoring of all Health and Safety Policies within the required areas
- To be responsible for the ordering and controlling of all consumables and equipment for the department
- To be responsible for displays and the general appearance of the department
- To keep, prepare and update the following records:
 - Long and medium term plans
 - Policies and reviews as directed by the Deputy Head Academic
 - Financial requirements and records of how budget is spent

Whole School

- To support the aims, Christian values and ethos of the school

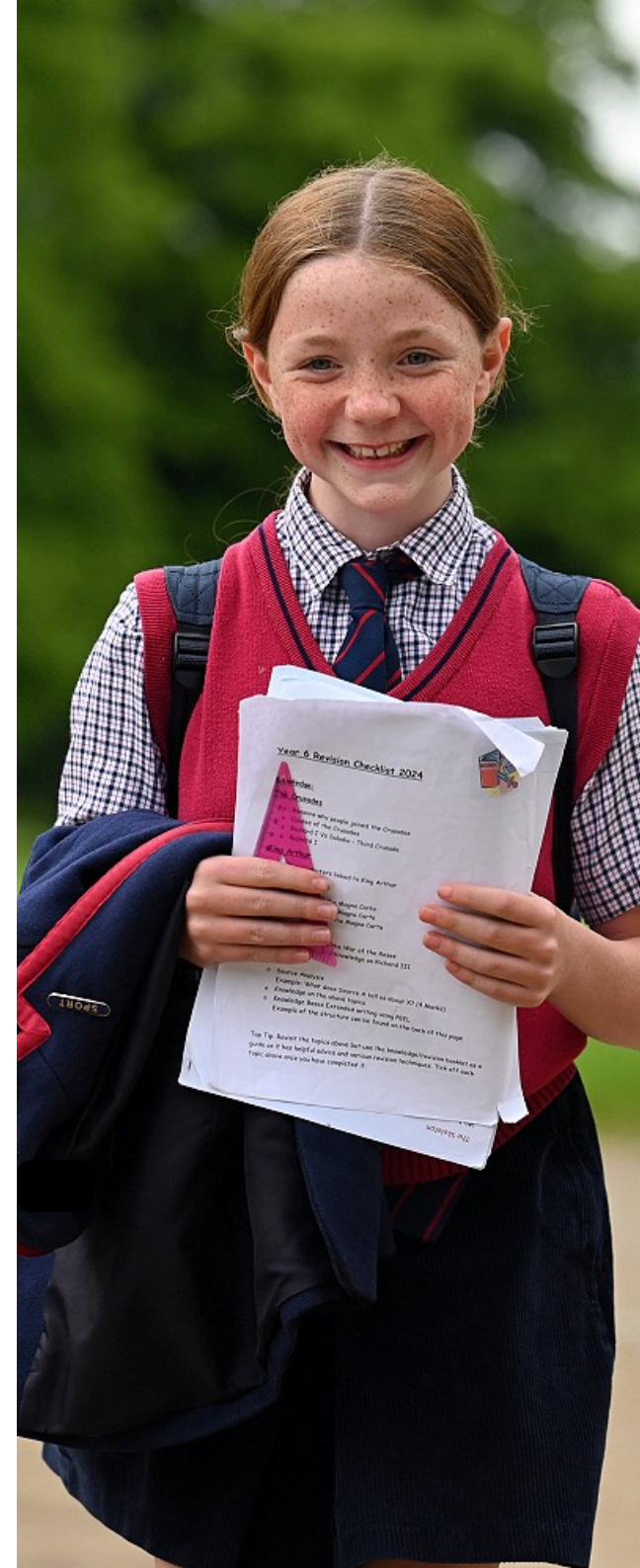


- To be committed to safeguarding children and to follow the School Child Protection (Safeguarding) policy
- To share in the responsibility for the well-being and behaviour of all pupils
- To play a full part in the life of the school community by offering exciting co-curricular options as required

Responsibilities as a Teacher

- To attend Parents' Evenings as appropriate to discuss the children's progress
- To write detailed subject reports and progress reports according to the school's cycle of reporting
- To participate in INSET provided by the school during the period of employment
- To look for external INSET opportunities that further professional development and fulfil the training targets agreed during appraisal
- To keep records of INSET attended
- To be part of the school's Personal Tutor scheme
- To take a full and fair part in duties
- To play a role with the Sports department, depending on specialisms or experience
- Saturday Enrichment- to lead one session on Saturday mornings for a term or two sessions for half a term
- To set realistic, measurable and achievable personal targets as part of appraisal in consultation with the Deputy Head Academic
- To attend School and Year group assemblies, staff meetings and pastoral meetings
- To be involved in Open Mornings, entrance testing and induction mornings
- To run extra-curricular activities for pupils
- To take part in organising and supervising educational visits
- To make an active contribution to whole school events

The above is an indication of the requirements of the post and is not meant to be inclusive or exhaustive. Any role that needs reasonably to be undertaken should also be undertaken whether or not included in the above. 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.



Person Specification

The selection of candidates for short-listing will be based on this specification and candidates should bear this in mind when preparing their application and completing the application form

Attributes	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified to at least degree level with a recognised teaching qualification – PGCE, QTS or other • Qualified to work in the UK 	<ul style="list-style-type: none"> • First Aid, but a refresher will be offered
Knowledge	<ul style="list-style-type: none"> • Excellent teaching skills as evidenced at interview and in references • A passion for teaching children • An up to date knowledge of curriculum developments and a variety of pedagogical tools 	<ul style="list-style-type: none"> • Awareness of the independent school system and the requirements of senior school entrance requirements • Ability to teach another subject within Key Stage 2 or 3
Experience	<ul style="list-style-type: none"> • Experience of delivering outstanding lessons to pupils in Key Stage 2 and 3 (including teacher training experience) • Experience of supporting pupils of all abilities to make excellent progress • Experience in delegating tasks, as appropriate; • Ability to seek advice and support when necessary 	<ul style="list-style-type: none"> • Experience of teaching Key Stage 1 • Experience of teaching Key Stage 4 and beyond
Professional Practice	<ul style="list-style-type: none"> • Excellent classroom practitioner • Excellent planning, communication and organisational skills • Keen to innovate use of technology • Uses new technology effectively to enhance learning • The ability to work with colleagues from other subjects to enrich the curriculum • A belief in the unlimited potential of every pupil • Understanding of the administration needs of running a busy department 	<ul style="list-style-type: none"> • Experience in managing a Department or a specific area of responsibility within a large Department • Experience in conducting performance management interviews
Personal Qualities	<ul style="list-style-type: none"> • Ability to promote individual teachers and nurture a team that contributes to the improvement of the school and its development • Strong interpersonal, written and oral communication skills with the ability to deal confidently with a wide range of people including senior management, staff, pupils and parents • Passion, resilience, integrity and optimism • Approachable at all times and empathetic to the needs of others • Be willing to listen and reflect on feedback from others - colleagues, pupils and governors • An effective team member with the ability to use own initiative when appropriate • Able to work flexibly as workloads require and take ownership of tasks • Attention to detail and ability to actively question and clarify information • Creates a positive and credible school image • A role model who demonstrates professionalism at all times • A commitment to regular and on-going professional development and training to establish outstanding classroom practice 	<ul style="list-style-type: none"> • Ability to manage change to empower individuals • Have the ability to anticipate and solve problems

Attributes	Essential	Desirable
Interests / Extra Curricular Activity	<ul style="list-style-type: none"> • Able and willing to undertake additional duties as part of the whole-school team • Attendance at events 	
Other	<ul style="list-style-type: none"> • Sense of humour and enthusiastic, along with a mature attitude. 	

This job description and Person Specification reflects the present requirements of the post and as duties and responsibilities change/develop, the job description will be reviewed and be subject to amendment in consultation with the post holder.



COLLEAGUE BENEFITS

The Stowe Group recognises the benefits that come with investing in people. Alongside the beautiful school surroundings at Swanbourne, there are a number of additional benefits available to all our valued colleagues. These include:

- Staff fee discount
- Free wraparound care
- Free refreshments and school meals
- Access to National Trust Gardens at Stowe
- Free or discounted access to a range of arts and culture events at Stowe
- Discounted annual family golf membership at Stowe's golf course
- Volunteer leave
- Employee wellbeing programme, including access to counselling services and physiotherapy

For more details on all benefits, please follow this link:

<https://www.stowe.co.uk/our-people/working-for-us/colleague-benefits>



YOUR APPLICATION

An application form can be downloaded from The Stowe Group Recruitment website. Please complete the application form along with a covering letter detailing why and how your skills and experience could see you thrive in this role.

If you need any help with the application process, please contact: recruitment@stowe.co.uk or call 01280 818005

Deadline for applications is Midnight Sunday 2nd February. However, this role may close early if we receive suitable applications

Interviews: Monday 10th February

Start date: April or September 2025

Salary: Competitive

This is a full time permanent role.

Lunch is provided free of charge.

Accommodation may be available.

Offers of employment are made subject to receipt of satisfactory references, DBS clearance and online background check carried out by our third-party partner, SP Index.

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The Stowe Group is committed to providing outstanding safeguarding of the children in our care. You will be required to adhere to the School's safeguarding policy and guidelines and ensure that the safeguarding of children underpins everything that you do. Every member of staff of The Stowe Group has the responsibility to safeguard the children.



THE *Stowe* GROUP

In January 2021, Swanbourne House became part of The Stowe Group. The Stowe Group comprises Stowe School, Swanbourne House School and Winchester House School. The Group's formation has given pupils and staff at Swanbourne House access, not only to Stowe's world-famous estate, but to its expertise in teaching and learning as well as governance. The Stowe Group recently launched its Change Makers vision along with the Change 100 programme to raise £100m for transformational bursaries. The Stowe Group is part of Allied Schools, an association of independent schools which uphold the Protestant and Evangelical principles of the Church of England.

The Stowe Group does not aim to produce stereotypes or mould pupils into conventional all-rounders. Change Makers are encouraged to grow in their own way and celebrate the differences between them. Nurturing the emotional, physical and mental well-being of each pupil is of paramount importance and our culture is characterised by teamwork, collaboration and mutual respect. Mindful of their ethical, intellectual, physical and social development, we educate and support our pupils to achieve fulfilling lives. Our goal is to inspire pupils and staff to be Change Makers who will shape positive futures for themselves, their families and the global community.

Through a broad and inclusive education, pupils are educated and prepared for life. They gain knowledge and understanding in a wide range of academic disciplines as well as developing core skills in thought leadership, critical thinking, intellectual curiosity, innovation, communication, technology, creativity, team-work and collaboration, self-reflection and lifelong engagement. World-class facilities support

our educational aims and are shared with the wider community. We strive for excellence and celebrate achievement, valuing education as a journey and not a destination in the belief that all pupils can exceed their potential. Learning is learnable and everyone can improve.

Our aim is to encourage personal development by creating a flourishing, vibrant, cohesive, caring and socially inclusive community which embraces pluralism, diversity and intercultural understanding. We celebrate differences by giving everyone a voice and then listening to multiple viewpoints. We believe it is our collective responsibility to develop the cognitive, physical, emotional and spiritual well-being of everyone in our community.

We are committed to the development of character, with particular emphasis on tolerance, resilience, honesty, humility, courage, compassion, gratitude and service. While many pupils compete at the highest level in sport, our aim is to provide a wealth of co-curricular activities which pupils of all abilities can access and enjoy. Through teaching, coaching and counselling, we will do our utmost to support pupils to be their best, do their best and feel their best. We honour the legacy of Change Makers from the past by looking forward to a future where wealth is not a barrier to success. We are building an endowment to support Change 100 which will promote social mobility by allowing unprecedented access, regardless of financial means or circumstances, to a Stowe education. We have developed partnerships with local schools, explored international opportunities and strategic links with universities, businesses and NGOs. We strive to attract and retain employees of the highest calibre.

Environmental stewardship and sustainability are cornerstones of a Stowe education. Stowe stands in the most sublime setting of any school in the world and embodies beauty and liberty. The historical importance of Stowe should give Stoics and staff a heightened awareness of their social and environmental responsibility in preserving this unique eco-system. We have developed and implemented a comprehensive Environmental Stewardship Programme which confronts a variety of challenges, including climate change and environmental sustainability.



Heathrow Airport is less than an hour away and Luton Airport 45 minutes.

The School has nearby access to main traffic routes the M1, M40 and A5.

Milton Keynes Central train station - with 30 minute trains to London - is a 20 minute drive away.

The school is just 20 minutes from Central Milton Keynes, Aylesbury, Leighton Buzzard, Buckingham and Woburn and is within easy reach of Oxford, Banbury, Luton and Northampton.



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