



Appointment of  
**Early Years Teacher**

**SWANBOURNE HOUSE**  
BUCKINGHAMSHIRE





**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**

**S**wanbourne 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 Baccalaureate (PSB) is the assessment framework used in Years 7 and 8, but its roots go 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 problemsolving. 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 children 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.



# 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 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 Stowe 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.



## Early Years Teacher

### The Role

Swanbourne House seeks to appoint an inspirational and dynamic, committed and caring teacher of Pre-Reception (from 3 years old) to join our thriving department. We require the candidate to start with us on 22 April 2025 on a full time Maternity cover contract.

### Reporting

The Early Years teacher plan under the guidance of the Head of Key Stage and report on academic and pastoral issues to the Head of Lower School.

### Areas of responsibility and key tasks

#### Planning, Teaching and Class Management

The successful candidate will be expected to: To manage and deliver the teaching of a Pre-Reception class.

- To maintain and manage a caring, supportive, purposeful and stimulating environment which is conducive to children's learning.
- To promote learning and celebrate achievement through bright, varied and up to date class displays.
- To enable pupils to develop and maintain positive attitudes towards learning.
- To monitor and be responsible for the progress of individual pupils, including accurate assessment, recording and reporting.
- To implement strategies to support SEND and EAL pupils in the classroom.
- To promote high standards of behaviour among the pupils, safeguarding their health and safety.
- To attend and participate in staff meetings, briefings and planning meetings, INSET days and to share in a range of supervisory duties throughout the day.
- To ensure that school policies are reflected in daily practice.
- To promote strong relationships with parents and carers, communicating with them about all aspects of their child's education – academic, social and emotional.
- To attend Parents' Evenings and Information Evenings. These duties are neither exhaustive nor exclusive and may be changed from time to time.



### **Whole School**

- To support the development of Christian values within the school
- To participate and engage in performance management activities
- To attend and lead Assemblies when requested
- To attend assemblies, staff meetings and pastoral meetings
- To participate in the Safe-guarding, health and safety of pupils and staff at all times
- To offer an extra-curricular activity
- To participate in school duties, as required.

### **Professional development**

- To participate in INSET provided by the school during the period of employment

### **Working with colleagues and other relevant professionals**

- Collaborate and work with colleagues and other relevant professionals within and beyond the school



## Person Specification

Factor	Essential	Desirable	Ascertained By
Qualifications	<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> <li>Degree</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of continuous INSET and commitment to further professional development</li> </ul>	<ul style="list-style-type: none"> <li>Application Form</li> <li>Documentary Evidence</li> </ul>
Experience	<ul style="list-style-type: none"> <li>Experience of teaching at EYFS</li> </ul>	<ul style="list-style-type: none"> <li>Working in partnership with parents</li> <li>Current experience of teaching Key Stage 1</li> </ul>	<ul style="list-style-type: none"> <li>Application Form</li> <li>Interview</li> <li>References</li> </ul>
Knowledge & Understanding	<ul style="list-style-type: none"> <li>To have a clear understanding of the EYFS and its application.</li> <li>To be able to develop a creative curriculum</li> <li>To be able to monitor, assess, record and report pupil's progress</li> <li>Understanding of the importance of data and how to use this to drive standards in attainment and prioritise next steps.</li> <li>To understand and know the statutory requirements of legislation concerning Equal Opportunities, Health and Safety, SEND Code of Practice and Safeguarding Children.</li> <li>An understanding of how to plan for SEND</li> <li>Ability to support less able and extend the more able</li> <li>To motivate and inspire pupils</li> <li>An understanding of teamwork</li> </ul>	<p>In addition, the Class Teacher might also have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>Collaborative working between schools</li> <li>Evidence of working with outside agencies</li> </ul>	<ul style="list-style-type: none"> <li>Application Form</li> <li>References</li> <li>Interview</li> </ul>
Communication	<ul style="list-style-type: none"> <li>The ability to communicate effectively in a verbal and written form to a range of audiences.</li> <li>To develop good working relationships within a team.</li> <li>To establish and develop close supportive, working relationships with parents and the wider community.</li> </ul>		<ul style="list-style-type: none"> <li>Application Form</li> <li>Interview</li> </ul>

Factor	Essential	Desirable	Ascertained By
Skills and Aptitudes	<ul style="list-style-type: none"> <li>• To be able to use effectively a variety of teaching and organisational styles and resources including IT.</li> <li>• To create a happy, challenging and effective learning environment.</li> <li>• To have the ability to develop and maintain good professional relationships and contribute positively to curriculum development.</li> <li>• Ability to set high standards and provide a role model for staff and pupils.</li> <li>• Ability to deal sensitively with people and resolve conflicts.</li> <li>• Ability to work with and deploy staff and resources effectively.</li> <li>• Ability to help pupils become independent learners</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of how the learning environment supports high standards</li> <li>• Brings personal interests and enthusiasms to the school community</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form</li> <li>• References</li> <li>• Interview</li> <li>• Specific Qualifications or experience</li> </ul>
Disposition	<ul style="list-style-type: none"> <li>• To be willing to offer after school clubs</li> <li>• To be committed to raising the levels of achievement of children of all abilities</li> <li>• Able to work as part of a team</li> <li>• Approachable</li> <li>• Committed</li> <li>• Enthusiastic</li> <li>• Able to motivate self and others</li> <li>• Calm under pressure</li> <li>• Well- organised</li> <li>• To be punctual and show effective time management</li> <li>• Have a solution focused mindset determined to raise standards</li> </ul>		<ul style="list-style-type: none"> <li>• Application Form</li> <li>• References</li> <li>• Interview</li> </ul>
Equal Opportunities	<ul style="list-style-type: none"> <li>• Commitment to Inclusion and Diversity</li> </ul>		<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> </ul>



## YOUR APPLICATION

An application form can be downloaded from the Stowe 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](mailto:recruitment@stowe.co.uk) or call 01280 818005

Deadline for applications is 5pm Friday 7<sup>th</sup> February, however this role may close early if we receive suitable applications.

Interviews Thursday 13<sup>th</sup> February

Start date: Tuesday 22<sup>nd</sup> April

Salary: dependent on skills and experience

Lunch is provided free of charge. Breakfast or evening meal is provided when on duty.

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.

This job description 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.

The school reserves the right to withdraw the advert before the closing date.

**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.**





**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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