



St Augustine's

PRIORY

Independent Girls' Catholic Day School In Ealing, West London



'Quietly Brilliant'

THE GOOD SCHOOLS GUIDE



Classics Teacher Maternity Cover Part Time or Full Time Applicant Information



CLASSICS TEACHER PART TIME MATERNITY COVER (FULL TIME CONSIDERED FOR THE RIGHT CANDIDATE)

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Letter from the Headteacher

Dear Applicant,

Thank you for the interest you have shown in the post of Classics Teacher Maternity Cover, at St Augustine's Priory and welcome to our inspirational school which is at a very exciting stage of its development. Our priority is to deliver excellence in all aspects of this wonderful school - we have done this through nurturing and empowering our passionate staff, by fostering a culture of ideas, energy and possibilities and by a relentless focus on developing each girl to the best of her ability. We are expanding our school roll and have ambitious plans for the development of facilities.

St Augustine's Priory is a leading Catholic, independent day school for girls aged 3-18 (with boys in the Nursery). The four parts of the school (Prep, Junior, Senior and Sixth Form) are located on the same site. We are an all-through school and it is an enormous benefit to girls and parents that pupils who join us in the Junior School are able to move seamlessly up with us through to the Sixth Form years. As a Catholic School we hold the care of the whole person as central to what we do.

Described by the Good Schools Guide as 'quietly brilliant' and rated 'Outstanding' by the Independent Schools Inspectorate, the Nursery & Preps Department of St Augustine's Priory is a key entry point for pupils joining Ealing's top performing GCSE school. The school's most recent Diocesan Inspection Report graded St Augustine's Priory as 'Outstanding', the highest possible grade, in all categories across both *Classroom Religious Education* and *The Catholic Life of the school*. Inspectors observed "The sense of community, underpinned by Catholic tradition and practice, provides a nurturing environment where pupils flourish academically and spiritually."

The 13 acres of grounds in which the school sits provide a physical freedom unique in the heart of London. The Farm, Forest School, Meadow, Astro-turf and Open-Air Theatre all utilise the natural setting, encouraging pupils to enjoy an emotional freedom to grow intellectually and spiritually. Our examination results are exceptional and we pride ourselves on instilling in girls a love of learning.

We have been in Ealing for over one hundred years and we represent a wonderful continuity of expertise in educating women of the future. Our founders were exceptional, visionary women who strove to offer girls the best education possible; we continue in this tradition and rejoice in the generations of staff and of families who continue to work and study here. We offer a broad and varied curriculum with rich opportunities for personal development.

Girls are assessed on initial entry and move automatically through to the Senior School. External candidates who join us at 9+, 10+, 11+, 13+ and 16+ sit entrance examinations. Scholarships and Exhibitions are available. The school is highly sought after. Throughout Lockdown the school delivered an ambitious programme of remote learning. We are now offering Blended Learning for any students who are quarantining. Applicants with experience in remote technologies will be most welcome but training will be offered for all.

We warmly welcome candidates from a range of backgrounds and invite you to contact Ms Nadia Chandler (HR Officer) or Gill Vymeris hr@sapriory.com – if you have any questions.

Yours sincerely

Sarah Raffray

Mrs S. Raffray MA NPQH
Headteacher



Mission Statement

We are an all-through, inclusive Catholic girls' school with boys in the Nursery. As a girls' school we are committed to preparing girls for life long effectiveness and success. As part of their journey, girls will learn of intellectual risk-taking and emotional strength, reflection and self-knowledge, persuasiveness and team building as well as a cultural curiosity for an enriched enjoyment of life.

In our stunning 13 acres of grounds, girls have a physical freedom unique in central London. We aim to instil in them the emotional freedom to grow intellectually and spiritually and to understand the truth about themselves, others and our complex world. We will give them the courage to be ambitious and compassionate and we will provide a secure, happy and nurturing community in which to explore all of the above.

To this end we seek, develop and retain the best teachers who value well-being and the individual progress of each girl as much as they are relentless in their pursuit of academic excellence. Their goal is life-long success for each girl and they set the pace of energy and dynamism within which the girls flourish.



A Letter from the Head of Classics

Dear Applicant,

This is a wonderful opportunity for someone wanting to take full part in our Classics Department whether you are starting out on your career or are an experienced teacher.

There is a separate application form, and applicants should pay particular attention to its accurate completion. I also enclose some information about the school.

Should you have any further queries please do not hesitate to contact the School. You are also welcome to arrange a preliminary visit to the School at a mutually convenient time.

I trust this brochure will be informative and helpful in making the decision to apply for this post, and we look forward to receiving your application.

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Information about the Classics Department

The Job Description for Teacher of Classics

The Person Specification for Teacher of Classics

An outline of the selection procedure

We look forward to receiving your application.

Dr G Carleton MA PhD

Head of Classics

Dear Applicant



St Augustine's Priory Classics Department

The Classics department offers a full curriculum of Latin, Classical Civilisation and Greek across all age groups in the Senior School.

Staffing

- Head of Classics
- Teacher of Classics

Curriculum

In the Classics department we encourage our students to use the ancient world, in all its variety, as a springboard for exploring and understanding our own similarly complex and diverse world.

Depending on the talents and interests of the student, each girl has the opportunity to study Latin, Greek, and Classical Civilisation. Pupils will develop the analytical skills required to learn these complex languages, and will then be able to access the literature, culture and politics of two civilisations which have profoundly shaped our own.

For those who prefer to study the classical world in all its variety, pupils can follow classical civilisation courses. These incorporate a wide variety of topics for example, the study of sculpture, vase painting, history and culture of 5th century Athens, the archaeology of Pompeii, Greek drama and the epics of Homer and Virgil in translation.

Key Stage 3

Latin

Latin commences in Key Stage 3 using the Cambridge Latin Course. A basic understanding of the function of nouns (cases and declensions) and the nature of verbs (tense and person) is introduced, while building fluency in reading through the medium of stories based around the life of Caecilius and his family living in Pompeii before the eruption of Vesuvius. Excellent background material in English helps students put their knowledge of Latin as a language into the wider context of an understanding of Roman culture and civilization.

Greek

Greek is introduced in Key Stage 3 using John Taylor's book: Greek to GCSE part 1. After mastering the alphabet, and building up a core vocabulary, grammar and syntax are acquired in incremental stages alongside passages for translation and comprehension. Background material in English puts students' linguistic skills into a wider context of the literary and historical understanding of the Ancient Greek world.

Classical Civilisation

Classical Civilisation is introduced in Year 9 as an alternative to Latin as a topic-based course for the non-linguistic. It largely explores the Ancient Greek world through key areas such as Drama, the Gods, myths, Democracy, the role of women and slaves, education, art and architecture and explores the influence that these have had on our own civilization.

Key Stage 4

We offer GCSE options in Latin, Greek and Classical Civilisation.

- OCR GCSE Latin
- OCR GCSE Greek
- OCR GCSE Classical Civilisation

Key Stage 5

We offer A Level Courses in Latin, Classical Civilisation and occasionally Greek

- OCR A Level Latin
- OCR A Level Greek
- OCR A Level Classical Civilisation

The A Level in Classical Civilization continues to be modular and we try to accommodate what best suits pupils, interests and needs. Possible units include Greek theatre, Greek Art, and Athens and the invention of Democracy. Latin and Greek A Levels consist of translation, comprehension and literature.

Other

In prior years, the department has offered occasional enrichment classes in Classics to pupils in our Junior school (Key Stage 2 - Years 5 and 6).



Job Description: Classics Teacher (Maternity Cover) Part Time (Full time considered for the right candidate)

Salary:

The post-holder will be paid on the appropriate point of the St Augustine's Grading Scale. We have our own pay scale, which is above the maintained sector.

Line of Responsibility:

The Teacher of Classics is directly responsible to the Head of Classics for curriculum matters and the Head of Year for pastoral issues.

Job Content:

Strategic Purpose

- The basic duties of a teacher are outlined in the staff handbook and include other duties such as the form teacher role.
- All members of staff are expected to contribute to the rich extra-curricular life of the school.

Operational Responsibilities

Teaching

- Teach Latin and Classical Civilisation as required from KS3 through to A Level
- Plan work in accordance with departmental Schemes of Work
- Take account of students' prior levels of attainment and use them to inform planning
- Set work when required for absent students
- Maintain good discipline by following the school's policies and procedures
- Establish a purposeful working atmosphere during all learning activities
- Set appropriate and challenging work for all students
- Identify and work appropriately with 'Special Educational Needs and Disabilities' students, 'Gifted and Talented' students and 'English as an Additional Language' students
- Set appropriate and challenging work for all pupils
- Provide and maintain a stimulating and ordered physical classroom environment

Assessment, Recording and Reporting

- Keep appropriate records of pupils' work
- Mark and return work set, including homework within an agreed and reasonable time
- Carry out assessment programmes, as agreed by the school or department.
- Complete student reports in line with School Policy
- Attend parents' evenings as required and keep parents informed about their child's performance and future targets

- Attend other school functions as required
- Proactively monitor groups of students, to ensure all attainment relative to ability is excellent.

Pastoral Duties

At all times the welfare of pupils is paramount, and the post-holder has a professional duty to exercise sound judgment in upholding the School's systems and to make all necessary referrals to line-managers in a timely fashion. As a Form Teacher, the post-holder will be required to:

- Ensure that registration of pupils is completed in accordance with the school's agreed procedures and be aware that this is a legal duty for children of school-age
- Care for children in the form as a reasonable parent might be expected to do
- Be respectful of appropriate boundaries in the exercise of professional duties and care
- Support other staff with regard to the pastoral care and academic welfare of members of the form
- Support members of the form in their dealings and relationships with parents, school staff and other pupils
- Ensure all administrative tasks in relation to the duties of a Form Teacher are carried out within the agreed deadlines and to an acceptable standard
- Accompany the form during school functions e.g. Mass and assemblies
- Develop positive working relationships and communicate effectively with parents and carers
- Deliver the school's PSHEE programme
- Provide pupils with a positive role-model
- Lead or supervise an after school co- curricular club

Performance Management and Professional Development:

The teacher will be part of the School's Performance Management Scheme. S/he will have an appraiser who will set agreed targets and monitor professional development.

General

In addition, the post is subject to compliance with:-

- School policies and guidelines on the curriculum and school organisation
- Local area safeguarding procedures

The duties and responsibilities detailed within the job description should be supplemented by those accountabilities, roles and responsibilities common to all classroom teachers as set out in the Staff Handbook.

School Involvement

For all staff appointed to the School there is an expectation that they will:-

- Play a full part in the organisation and decision making of their specific department

in the School generally through the structure of formal and informal meetings and thus contribute to the consultative process by which the School attempts to operate.

- Undertake a pastoral role such as a form tutor or member of a pastoral team thus contributing to the support of students in the widest context.
- Within their individual interests and capacities, contribute to the wider, extracurricular activities on offer to students.
- Carry out other duties that are reasonably assigned by the Headteacher.

Conditions of employment:

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).
- The post-holder is required to support and encourage the School's ethos and its objectives, policies and procedures as agreed by the Governing Body.
- The post-holder must uphold the School's Policy in respect of all matters related to safeguarding and Child Protection.
- The post-holder may be required to perform any other reasonable tasks, after consultation.
- This Job Description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- This Job Description is not necessarily a comprehensive definition of the post. The job description will be reviewed and may be amended annually, within the terms of your Conditions of Employment.

Person Specification: Classics Teacher

Applicants should:	Essential	Desirable	Primary means of assessment
Subject Delivery			
Have a good Honours Degree and a teaching qualification to deliver Latin and Classical Civilisation from KS3 to A Level Education to A2	x		Application Form
Show they maintain an up-to-date knowledge of subject and teaching methodologies	x		Supporting Letter
The ability to teach Greek to GCSE		x	Supporting Letter
Have good understanding of assessment and public examinations		x	Supporting Letter
Have Qualified Teacher Status or have completed PGCE		x	Application Form
Ability to teach another subject to KS3 level		x	Supporting Letter
Be willing to organise extra-curricular activities	x		Supporting Letter
Have high expectations of girls	x		Interview
Be able to communicate effectively with Girls	x		Interview Teaching
Be able to communicate effectively with Colleagues	x		Interview
Manage and work well within a team	x		Interview
Act upon advice	x		Interview
Have good range of teaching strategies	x		Interview Teaching
Be able to use data to help children learn		x	Supporting Letter
Show knowledge of how to plan for effective learning	x		Interview Teaching
Be able to teach challenging, organised and sequenced lessons	x		Interview
Know how to adapt teaching strategies to the needs of all learners	x		Interview Teaching
Make effective use of assessment	x		Interview
Promote independent learning		x	Interview

Use homework tasks effectively	x		Interview
Give developmental feedback to girls	x		Interview Teaching
Have good ICT skills	x		Supporting Letter Teaching
Willingness / ability to remote teach on a variety of digital platform	x		Supporting letter
Whole School			
Have a sound understanding of Safeguarding	x		Interview
Understand Special Educational Needs	x		Supporting Letter
Deal effectively with parents	x		Interview
Be willing to participate in the wider extra-curricular life of the School	x		Interview
Understand the roles of colleagues and managers in the school	x		Supporting Letter

The Application and Selection Process

1. Applicants should complete an application form in full and write a letter in support of their application paying particular attention to the Job Description and Person Specification.
2. The completed application form and supporting letter should be emailed to hr@sapriory.com no later the midday **Wednesday, 5th May 2021**.
3. The Selection Panel will then convene to determine a shortlist of applicants who will be invited to interview by email to invite them to interview and it is anticipated that the interviews will be held on **Monday, 10th May 2021** but this will be subject to confirmation.
4. On the day of the interviews all applicants will be asked to teach a lesson observed by a member of the appointments panel. They will then be asked to complete one written task, and there will be a formal interview before the appointments panel.
5. On the day of the interview all applicants should bring with them proof of identity and address, as listed on the application form.
6. Following the interview, the successful applicant will be invited to accept the post by telephone, but only once a contract has been signed, will unsuccessful applicants be informed. All applicants should be aware that this is a normal part of our selection procedure and should make no assumptions based on a short delay.