

# The Grange Junior School

## Key Stage 2 Teacher



# Our School

The Grange School has been one of the great success stories of independent education over the past forty years. The school was founded in 1933 as a Kindergarten and Preparatory School. In 1977, the Governors took the major step of developing secondary education and since 1978 the school has grown steadily and developed an outstanding academic reputation. Today, The Grange has a total enrolment of 1221 students with 427 in the Junior School (4-11 years) and 794 in the Senior School. It is consistently one of the best performing schools in Cheshire and undoubtedly among the very best independent co-educational day schools in the country.

Our academic results speak for themselves; we are consistently one of the highest ranking co-educational independent schools in the country. In 2022, 51% of GCSE entries were awarded grades 8 to 9. At A Level (in 2022), 72% of entries were awarded grades A\* to A. Thanks to these excellent results, the majority of our leavers (consistently over 80%) go on to join their first-choice university.

More importantly we are a very happy school. The relationship between staff and students is exceptional; although very busy and, at times, pressurised, it is a pleasure to work and study in such a friendly environment. Expectations of teachers and pupils are high, but this serves both to stimulate achievement and provide reward.

We understand our chief purpose to be to help produce young people who truly flourish and find fulfilment as adults. We try to do this by helping them to identify and develop their unique combination of strengths, talents and passions, and to challenge them to find a purpose for their lives which such attributes can serve.

## The Junior School

The Grange Junior School provides an outstanding start to any child's educational journey. We understand the importance of these formative years in the development of each young person and want every child to develop a love for school and for learning. From Reception, at age 4, where we begin to encourage and nurture the potential of each child, through to Year 6, where enjoyment of learning is fuelled with challenge, risk and diversity, we strive to inculcate the values, skills and understanding of the world that will last each child a lifetime. Our ambition is to ensure that at age 11, every child in our care is ready to leave, able to independently and successfully embrace a Senior School education. At the same time, we hope that they will look back with great fondness about their Junior School years.



We achieve this by offering a stimulating academic programme, attentive pastoral care and a competitive, varied enrichment programme, all delivered in impressive, modern facilities. Yet it is the caring relationships that we develop with every child and their parents that are the most important asset to ensuring educational success and happiness.

We have three-form entry at Reception with class sizes from 20 children in each Reception class, steadily growing our three forms up to 24 children from Year 3 to Year 6. As a 4 to 18 school, almost all of our children progress onto the Senior School without the need for any formal assessment.

# The Place

The Grange is situated in Hartford, a thriving village in its own right but also, in effect, an extension of the town of Northwich. Part of the Vale Royal of Cheshire, equidistant from Manchester and Liverpool, with Chester only 15 miles away, it is a delightful area to live in. Nowhere is more than a few minutes from lovely countryside; hills, coast, even mountains, are within easy reach; and the nearby cities provide terrific opportunities that supplement the cultural, sporting and commercial life of the area. There is a good variety of housing available to suit all tastes and budgets. Both staff and pupils travel to the school from a wide area and a variety of both urban and rural locations. In short, the standard of living in the area is attractive and sought after.



## Our Curriculum

In most dictionaries the word curriculum is usually defined in terms of 'the courses of study offered by a school or college'. At The Grange our definition is much closer to the context in which the word –whose original Latin meaning is 'race track' or 'lap'– was originally understood in education in the early twentieth century: the 'course' represented by all those experiences through which children become successful adults in society.

Consequently, we understand that everything we do in school from which our young people learn about the world and themselves is a part of our curriculum. They learn from their studies, their involvement in activities outside the classroom, their relationships with their peers and their teachers, their successes and (often more helpfully) their mistakes.

Thus we define our curriculum in an all-embracing and holistic way. We structure it to include our Academic Programme, our Enrichment Programme and our Personal Development Programme.





# Our Values



## Job Description

<b>The Role:</b>	Key Stage 2 Form Teacher
<b>Reporting:</b>	Deputy Head (Academic)
<b>Qualifications:</b>	A recognised teaching qualification e.g. Degree plus a PGCE or equivalent
<b>Salary:</b>	Dependent on experience including membership of the Teacher Pension Scheme

*This job description should be seen as enabling rather than restrictive and will be subject to regular review.*

# The Opportunity

This is a rare and exciting opportunity to have responsibility for the educational and pastoral leadership of around 24 children within a Key Stage 2 form group at one of the country's leading independent Junior Schools.



Equipped with excellent communication skills and a collaborative style of working, you will be approachable and solution-focused, highly organised and behave with integrity at all times. You will be wholly committed to our aims to provide a stimulating teaching and learning programme, attentive pastoral care and a competitive, varied enrichment programme, all delivered in impressive, modern facilities. Above all else, you will understand that the caring relationships we develop with every child and their parents are the most important asset to ensuring educational success and happiness: we want every child

and their family to feel valued.

You will be working in close cooperation within your Year Group team that includes a Teaching and Learning Assistant, all pulling together to support the learning needs of all our students. As an Independent School, we have developed our own schemes of work that utilise the best elements of the National Curriculum and structure them in a way to realise the potential of the children we teach. Whilst there is emphasis on the core of mathematics and English – necessary skills for all our Form Teachers – a wide range of subjects is taught with specialist teachers involved in supporting the delivery of art, languages, science, design technology, sport and music.

We encourage and promote an independent learning style, nurturing and guiding our children to take responsibility for their own development and building growth mindsets. We strike an important blend of child and teacher-initiated learning, looking all the time to develop our own pedagogy to improve children's learning through a committed approach to staff development and training. We believe effective learning is a consequence of strong relationships, differentiated challenges, accurate assessment and timely feedback.

## Responsibilities

### Teaching and Learning

- To plan, organise and teach the weekly/daily programmes of learning for all timetabled lessons, using a variety of delivery methods to stimulate learning, based on the relevant schemes of work, working closely with colleagues to ensure continuity, challenge and progression.
- To provide a stimulating classroom environment for learning, where resources can be accessed appropriately by all your children.
- To ensure that teaching and learning is structured to create opportunities for the extension of more able children and support for children in need of learning support.
- To assess and record the development of your children, using the information where necessary to improve specific aspects of teaching and learning.
- To be able to set clear targets, based on prior attainment, for children's learning.
- To liaise with and manage the work of your Teaching and Learning Assistant
- To set your children high standards in the content and presentation of their work by the quality of your displays.

- To report the development and progress of children both internally and to parents through both informal and formal means including written reports and Parents' Evenings.
- To liaise and consult with appropriate staff, including the Key Stage Leader, Head of Learning Support and Deputy Head Academic Development regarding learning and general progress of your children, both individually and collectively.
- To attend and contribute to team and whole staff meetings as required, include those which relate to the day-to-day running and the ongoing development of the school.
- To ensure that IT and mobile technologies are integrated effectively into the teaching and learning activities.
- To keep abreast of professional developments relevant to you and your Key Stage.
- To organise visitors into school and educational visits linked to enrich the taught curriculum.
- To communicate and co-operate with specialists from outside agencies if required.

## Pastoral Care

- The Form Teacher is responsible for the pastoral care and well-being of all children within their charge, working in collaboration with the pastoral team – Key Stage Leader, Head of Learning Support and Deputy Head Pastoral Care – to ensure that your children are supported and happy whilst at school.
- To be aware of the individual strengths, personalities and needs of each child in your form and teaching groups.
- To actively encourage and promote the success and achievement of every child in all its different ways using informal and formal means to do this.
- To share responsibility for the development of all children: their attitudes, approaches and behaviour within the school following the school's Behaviour and Anti-Bullying policies.
- To monitor and provide appropriate advice and guidance on individual children's progress in respect to personal development, attendance, educational progress and behaviour.
- To ensure that parents are regularly kept informed on relevant issues relating to their child and to respond to queries and requests in an appropriate and timely fashion.
- To support the integration of PSHE into the daily life of the children including the emphasis of our thematic assembly programme, attending and contributing towards assemblies.
- To register children in accordance with the Attendance Procedures.

## General

- To work as a member of a whole staff team, positively and enthusiastically contributing to effective working relationships within the school.
- To contribute to the school's enrichment programme, providing at least one hour a week to this busy and active programme.
- To assist and contribute towards sport across the school including Games lessons and fixtures.
- To attend Open Mornings, Reception Assessment, Parents' Evenings, annual Awards Evening and other official school events.
- To participate with and support organisation of year group educational visits.
- To address and report safety issues to relevant colleagues within the school and to undertake risk assessments and training where necessary.
- To undertake supervisory duties as required, attend pre-term staff meetings and INSET days.
- To monitor all resources for maintenance, requisition and health and safety reasons.
- To ensure that all school policies and procedures are adhered to.

# The Person

**Key to Recruitment Activity:** A = Application, I = Interview, E = Experience review, T = Task, R = Reference.

Qualifications:	Essential	Desirable	Activity
Possess a recognised teaching qualification e.g. Degree plus a PGCE or equivalent	√		A
Knowledge and Understanding:	Essential	Desirable	Activity
Understand the requirements of the curriculum across KS2	√		A,I,E
Be up-to-date with pedagogical developments in KS2 teaching	√		I,E
Understand the principles of assessment for learning and be able to apply a range of assessment techniques	√		I,E
Know the characteristics of high quality teaching and the variety of teaching and learning styles and how they impact on the quality of learning and children's achievement	√		I,T
Know how to extend more able children and/or support less able.	√		I,E
Know and understand how to use comparative data to set realistic and challenging targets, track children's progress and evaluate achievement outcomes	√		I
Have particular curriculum strengths or interests	√		A,I
Have knowledge from a variety of settings/schools		√	A,I
Demonstrate a commitment to and understanding of Safeguarding and child protection.	√		I
Experience:	Essential	Desirable	Activity
Possess recent and successful teaching experience at KS2	√		A,I,E
Evidence of innovative and modern teaching practice in KS2	√		A,E,I,T
Experience in teaching key sports at KS2 level		√	A,E,I
Experience of working with highly motivated and able children		√	A,E
Teaching and Learning Skills:	Essential	Desirable	Activity
Be an effective teacher able to deploy a range of teaching and learning styles and manage the learning environment to promote excellence and high achievement for children of all abilities	√		I,T,R
Possess boundless energy & enthusiasm for teaching children	√		I,T,R
Adept & thoughtful use of behaviour management skills to maintain focus & attention of children, developing positive learning attitudes	√		I,T
Ability to deal sensitively with children, parents and colleagues	√		I
Sympathy with and ability to maintain the ethos of the school	√		I
Willingness to offer enrichment activities and clubs to the children	√		I,E
Possess a 'can do' attitude	√		I
Qualities:	Essential	Desirable	Activity
Supportive of the wider aims of the school	√		I
Be committed to the wellbeing of every child in your care	√		I,R
Committed to the entitlement of all students to a broad and balanced curriculum	√		I
Able to demonstrate excellence in one's professional work and the achievements of children	√		I,R

Able to create & maintain effective professional relationships with all colleagues at all levels	√		I,R
Able to work effectively as a member of a teaching team	√		I,E,R
Resilient and able to cope with periods of pressure effectively, demonstrating good sense of humour and proportion	√		I
Committed to the philosophy of character education	√		I,R
Participate wholeheartedly in activities as appropriate	√		R

# The Process

To apply for the role of KS2 Teacher at The Grange Junior School, please write a letter of application (no more than two sides of A4) to support a fully completed application form (that can be downloaded from our website), with current salary details and names of two referees to:

Head of Junior School  
C/o The Grange School  
Bradburns Lane  
Hartford  
Cheshire  
CW8 1LU

Alternatively, applications are also accepted via e-mail to [recruitment@grange.org.uk](mailto:recruitment@grange.org.uk).

The closing date for applications is **Monday 15<sup>th</sup> April 2024 at 12:00pm**

Candidates selected for interview will be informed by email on Tuesday 16<sup>th</sup> April 2024 and interviews are currently scheduled for **Tuesday 23<sup>rd</sup> April 2024**.



*The Grange 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 candidate will be subject to a DBS check. This post is exempt from the Rehabilitation of offenders Act 1974.*

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