

Key Stage 2 Class Teacher

Candidate Brief



Glendower Preparatory School

ESTABLISHED IN 1895



Welcome from the Head

Thank you for considering the role of Key Stage 2 Class Teacher at Glendower Preparatory School. As Glendower celebrates its 130th anniversary, we honour a legacy of bold, forward-thinking education, rooted in an unwavering commitment to academic excellence for girls. Founded on the principles of intellectual ambition and opportunity, our school continues to thrive as a dynamic and progressive environment where scholarship, curiosity, and innovation are at the heart of all we do.

Glendower is a vibrant and ambitious place to work, where high standards go hand in hand with a strong sense of camaraderie and professional growth. We invest in our staff through high-quality development opportunities, a collaborative culture, and a commitment to staying at the forefront of academic innovation. If you are ready to contribute to the future of learning at one of London's leading independent girls' schools, we would love to hear from you.

Claire Boyd

Head of Glendower Prep School



The School

Glendower Preparatory School is a leading independent day school for girls aged 3 to 11, located in the heart of South Kensington. In an ambitious and individualised environment, Glendower enables each girl to achieve their personal best and become confident and resilient young women. The School's 2024 ISI inspection report referred to the wide range of extra-curricular activities that 'enhance the holistic development of pupils, complementing their academic growth' and to the School's leadership fostering 'a culture of good progress and well-being, preparing pupils to become global citizens'.

Glendower has been educating girls for 130 years and is renowned for its outstanding academic environment, where independent learning is facilitated through high-quality teaching. Girls are given every encouragement to expand their knowledge and experience through a huge variety of opportunities, offered both inside and outside of the classroom by committed and talented staff.

The School comprises the Early Years (Nursery and Reception), Pre-Prep (Years 1 and 2) and the Prep School (Years 3 to 6), with a total of 300 pupils currently on the roll and an average class size of between 18 and 20 girls per class. The School is selective at 4+ entry. Glendower prepares girls for some of the most successful day and boarding schools in the UK and beyond. Example include: City of London School for Girls, Francis Holland Regent's Park, Francis Holland Sloane Square, Godolphin and Latymer, Highgate School, James Allen's Girls' School, Latymer Upper School, North London Collegiate School, Putney High School, Queen's College, St Paul's Girls' School and Wycombe Abbey.



Our Aims and Ethos

The School's aims are:

- To encourage socially-aware, inclusive and responsible citizens
- To inspire our girls to be autonomous and resourceful learners
- To promote reflective learning and intellectual curiosity
- To develop courage, perseverance, and resilience
- To foster positive and kind relationships
- To prioritise an ethos of responsibility for learning and actions
- To offer a broad and intellectually stimulating curriculum including sport, art, music, drama, and STEM
- To spark freedom of choice and thought so that the girls go on to become gamechangers.

At the heart of Glendower's educational philosophy and curriculum is a commitment to developing curiosity, confidence and creativity. Through an evidence based, research-informed approach to teaching and learning, and with deeply committed teaching staff, girls are supported and encouraged to reach their personal best. Glendower believes that a love of learning is for life and aims to deliver a vibrant curriculum that develops knowledge, understanding, creative and critical thinking skills. Curriculum areas support the development of happy, healthy and well-balanced girls and the Glendower Learning Habits, 'The Six Rs', help prepare girls for life beyond the School - all staff are expected to uphold these habits.

The 6 Rs:
 Responsibility
 Resilience
 Readiness
 Resourcefulness
 Reflectiveness
 Relationships



Early Years and Nursery

The Little Glendower Nursery, which launched in September 2022, offers the perfect setting for the girls' introduction to a Glendower education. The Nursery has been carefully designed to help foster and nurture creative thinking and curiosity in each child, and to inspire learning in a fun and safe environment. Entry from Nursery into Reception is not automatic, and all girls sit the 4+ entry assessment.

As girls join Reception, the School continues to instil a love of learning and a sense of enthusiasm. Teachers and teaching assistants work together to deliver a structured Early Years curriculum that provides a fluid transition from the Nursery. The girls enjoy subject specialist teaching from an early age, with Music, French, PE, Computing and Drama all taught by specialist staff.

Pre-Prep

Teaching in Years 1 and 2 continues to focus on the individual needs of every pupil, inspiring them to succeed across a wide range of enjoyable and stimulating learning experiences that cover the full breadth of the curriculum. Most classes are taught by form teachers, each supported by a teaching assistant. The core curriculum includes English, Maths, Science, Art and Design, Humanities and RE and PSHEE/RSE. Specialist teaching continues for Music, French, Mandarin, Games, Computing and Drama, with Dance, Gymnastics and Swimming also introduced.

Prep School

Prep School starts in Year 3, where girls build on the strong foundations laid in the Pre-Prep. Pupils benefit from an increase in subject specialist teaching throughout Prep School and, by Year 4, all subjects are taught by subject specialists. Latin and Spanish classes are introduced in Year 6. The curriculum is further enriched by visiting speakers, workshops and subject focus days, which bring learning to life.

Whilst girls are thoroughly prepared for the 11+ process, the approach to teaching and learning crucially aims to develop the wider skills needed to prepare the girls for their senior schooling.



Location and Facilities

Glendower is situated in the heart of South Kensington, close to the museums and well served by transport links. The location also enables the School to take full advantage of the theatres, galleries, parks and other amenities of central London. The School occupies seven floors over two adjacent Victorian properties at 86 and 87 Queen's Gate, on a large corner plot facing Stanhope Gardens.

Glendower operates in a highly competitive market and has excellent facilities to maintain its status as a leading independent girls' prep school. Facilities include a library, specialist rooms for all subjects, including dedicated Science, Art, Humanities, and ICT rooms, a Music room and practice suites. The School utilises nearby green spaces and neighbouring institutions for a range of activities, including Hyde Park and Battersea Park for sport.



- Click to Find Us -



The Role

We are seeking an enthusiastic and dedicated KS2 Class Teacher to join our vibrant and high-achieving school. The successful candidate will be an outstanding practitioner who fosters a dynamic and engaging learning environment, ensuring that every pupil reaches their full potential.

This role requires a strong commitment to high academic standards, excellent pastoral care, and a passion for inspiring young learners. The KS2 Class Teacher will deliver a broad and stimulating curriculum, incorporating research-informed pedagogy and fostering a love of learning.

Collaboration is at the heart of our approach, and the successful candidate will work closely with colleagues to contribute to the school's innovative teaching practices. This is an exciting opportunity for a passionate educator to be part of a supportive team, shaping the learning experiences of our girls and nurturing their intellectual curiosity.



Key Responsibilities

Teaching and Learning

- Plan, prepare, and deliver engaging and challenging lessons across core subjects, adapting teaching strategies to meet the diverse needs of pupils.
- Use innovative methods and resources to inspire curiosity and a love of learning.
- Differentiate effectively to ensure all pupils, including those with SEND or EAL, achieve their full potential.
- Assess, record, and report on pupils' progress and development in accordance with school policies.
- Ensure coverage, progression, and continuity of learning across the Key Stage 2 curriculum and in line with the expectations of the 11+ and the related preparation process.

Pastoral Care

- Foster a nurturing, inclusive classroom environment where every pupil feels valued and supported.
- Monitor and promote pupils' social, emotional, and moral development through proactive pastoral strategies.
- Act as a form tutor, providing care and guidance to pupils and serving as the primary point of contact for parents.

Classroom Management

- Maintain high standards of positive behaviour in line with the school's policies, ensuring a safe and productive learning environment.
- Organize and manage the classroom effectively to facilitate independent learning and collaboration.



Collaboration and Professional Development

- Work collaboratively with colleagues, teaching assistants, and specialist teachers to enhance pupil outcomes.
- Contribute to curriculum planning, innovation, and development within the Key Stage 2 team.
- Attend and contribute to staff meetings, INSET days, and school development initiatives.
- Engage in professional development activities to stay updated with current educational practices.

Extra-Curricular Contribution

- Participate in the school's extensive co-curricular program, running or supporting activities that enrich pupils' educational experiences.
- Support school events, residential trips, and parent engagement initiatives.

Communication

- Build strong relationships with parents and carers, maintaining open, clear, and positive communication.
- Provide regular feedback on pupils' progress through parents' evenings, reports, and informal updates.
- Collaborate with colleagues across the school to ensure consistent and high-quality teaching and learning practices.



Person Specification

Qualifications

- A degree in education or a related field with a relevant Key Stage 2 qualification.
- Qualified Teacher Status (QTS) or equivalent.

Experience

- Experience in Key Stage 2 setting, ideally within an academic preparatory or independent school.

Skills & Attributes

- Strong knowledge of the Key Stage 2 and 11+ curricula, including regulatory and safeguarding requirements.
- Ability to implement differentiated teaching strategies to meet varying abilities.
- Proficient in using technology to enhance teaching and communication.
- Excellent interpersonal skills to foster collaboration with pupils, parents, and colleagues.
- Emotional intelligence, warmth, and approachability to nurture young learners effectively.
- Strong knowledge of standardised assessment data and confidence in analysing progress and key areas for development.



Professional Behaviours

- **Commitment to Excellence:** Demonstrates high standards of professionalism, integrity, and accountability in all aspects of their role.
- **Punctuality and Reliability:** Consistently adheres to deadlines, is dependable, and upholds the values of the school.
- **Resilience:** Maintains a positive and solution-focused approach when faced with challenges and changes.
- **Adaptability:** Responds flexibly to the dynamic demands of teaching and embraces new ideas and approaches to improve outcomes.
- **Continuous Development:** Engages in professional development, seeking opportunities to enhance knowledge and skills, and actively contributes to school improvement initiatives.

Clear Communication

- **Articulate and Professional:** Communicates effectively with pupils, parents, and colleagues, ensuring clarity, consistency, and professionalism in verbal and written communication.
- **Approachability:** Creates an open environment where pupils, parents and colleagues feel comfortable discussing any area of school life including concerns, achievements, and progress.
- **Constructive Feedback:** Provides clear, positive, and actionable feedback to pupils, fostering growth and confidence and is open to receiving constructive professional feedback as part of the appraisal and continuing professional development programme.
- **Listening Skills:** Demonstrates active listening, ensuring understanding of the perspectives and needs of all pupils, colleagues, and parents.
- **Cultural Sensitivity:** Communicates inclusively, respecting diverse backgrounds, values, and perspectives within the school community.

Empathy

- **Child-Centred Approach:** Demonstrates a genuine care for the emotional, social, and academic well-being of every pupil, creating a safe and supportive learning environment.
- **Understanding and Patience:** Displays patience and sensitivity when addressing individual needs, recognizing that each pupil learns and grows at their own pace.
- **Emotional Intelligence:** Responds thoughtfully to the emotions and behaviours of pupils, fostering trust and positive relationships.
- **Encouraging Growth:** Supports pupils in overcoming challenges by building confidence, resilience, and a love of learning.



Teamwork and Collaboration

- **Shared Vision:** Works collaboratively with colleagues to uphold and advance the school's values and objectives.
- **Supportive Colleague:** Actively contributes to a positive and inclusive staff culture by offering help, sharing resources, and celebrating team achievements.
- **Professional Relationships:** Builds strong, respectful relationships with colleagues, specialist teachers, and teaching assistants to ensure cohesive support for pupils.
- **Interdisciplinary Collaboration:** Engages with colleagues across departments to create cross-curricular opportunities and enhance the overall learning experience.
- **Conflict Resolution:** Addresses disagreements constructively and seeks collaborative solutions to maintain a harmonious working environment.

Additional Attributes

- **Organizational Skills:** Manages workload efficiently, balancing teaching, planning, and extra-curricular responsibilities.
- **Innovative Mindset:** Brings creativity and enthusiasm to teaching, actively seeking to enrich the curriculum and engage pupils.
- **Commitment to Diversity and Inclusion:** Ensures teaching practices reflect an understanding and respect for diverse cultures, perspectives, and needs.
- **Community Engagement:** Actively participates in school events, fostering strong relationships with pupils, parents, and the wider school community.

Safeguarding

- **Commitment to Safeguarding:** Demonstrates a thorough understanding of safeguarding practices and child protection, ensuring the welfare and safety of all pupils by adhering to the school's policies and statutory requirements.



Contract & Salary

Contract: Full-time, permanent, beginning September 2025.

Salary will be competitive and commensurate with experience and qualification. Glendower offers a supportive working environment and a range of benefits, including a Golden Ticket Day, Cycle to Work Scheme, complimentary lunch and refreshments during term time and a competitive defined contribution pension scheme.

How to Apply

Please submit an application form, CV and a covering letter outlining your suitability for the role to Yolanda Noval at novaly@glendowerprep.org

Closing Date: Friday 16th May 2025

Interview Date: W/C 19th May 2025

Interviews will include a lesson observation and tour of the school.

Glendower Prep School is committed to safeguarding and promoting the welfare of children. All appointments are subject to enhanced DBS checks and satisfactory references.