



Ibstock Place

CO-EDUCATIONAL DAY SCHOOL



Information for Candidates

Director of Teaching and Learning
(Senior School)

Head's Welcome



Thank you for your interest in joining our team. This is an opportunity to play an integral role in a school with a rich history at the vanguard of educational change. We have a powerful sense of the way in which we shall develop in the decades to come and we seek energetic professionals to join us and to help us to build and realise our vision.

We take pride in a school culture which is inclusive, and which is both forward looking and rooted, dynamic and yet caring. Through our rigorous and imaginative curriculum and a highly responsive pastoral system, we engender in our pupils the courage and ambition which

they will need to succeed and to play a constructive role in their wider community and society.

Our staff are the School's most valuable asset and we aspire to create a sector-leading environment in which they can work. We are committed to a thoughtful process of continuing professional development and we create multiple pathways for our colleagues to progress in their knowledge, skills and experience. We are fortunate to have built a strong sense of loyalty amongst our colleagues and we regard the stability of our staff body as a major strength. Many of our employees have built successful careers with us over a protracted period and the sense of community amongst us is strong. Opportunities for promotion and advancement are plentiful. Professional fulfilment is key to staff wellbeing, but so too is access to a range of additional benefits and we are responsive to this too – the happiness of its staff is critical to any organisation's ultimate success.

Ibstock is without a doubt the most dynamic and the most interesting school in which I have worked through my career. I hope that you will be inspired to join us and to make your own contribution to our evolving mission and journey.

Chris Wolsey
Head

About the School

Ilbstock Place School is an independent co-educational day school affiliated to HMC, the Head's Conference and to IAPS, the Independent Association of Prep Schools. We occupy a beautiful and well-appointed ten-acre site on the edge of Richmond Park in South-West London.



Established in 1894, we have championed the merits of co-education since our foundation. The School was originally created to showcase the ideas of a progressive German educationalist, Friedrich Froebel and, early on, it specialised in Early Years education. Indeed, it was Froebel who coined the term Kindergarten. While EYFS provision remains an important part of our provision, we have grown considerably since 1894 and we now provide an integrated pathway for our pupils all of the way from 4 to 18 years. We are heavily oversubscribed, and we currently educate around 1100 young people. We have major points of entry at 4+, 7+, 11+ and 16+ and a thriving Sixth Form of around 200 pupils. Our catchment area is steadily growing and our pupils join us from a wide range of both maintained and independent schools.



Academically, the School is strong and we routinely appear in the upper reaches of newspaper league tables, both for GCSE and A Level outcomes. About 80% of our pupils move on every year to Russell Group universities, including Oxford and Cambridge. There is also growing interest in higher education pathways outside of the UK, including those in North America.

Our curriculum is broad and balanced. We seek a unique synthesis of learning which combines the best traditions of a liberal and humane education with an outlook which is forward-looking and dynamic. We have invested heavily in new technology in recent years and we seek to be at the forefront of educational change.



About the School

We recognise that AI will re-shape the landscape of schools in the decades to come and we are taking steps to ensure that we are well-placed to benefit from it. We understand too the importance of a strong co-curricular offer – from our inception, we have been convinced of the virtues of a “whole education”. Our pupils can access over 140 different clubs and activities and we have exemplary provision in sport, music, drama, dance and debating. In the Senior School, the Duke of Edinburgh Award Scheme is notable for its strength and quality of provision. We expect all teaching staff to make a meaningful contribution to it.

Our pastoral system is exceptionally well-developed and responsive to the individual needs of our pupils. The work of our pastoral teams is supplemented with a class-leading pupil counselling service which we run in collaboration with The Soke, a specialist mental health and wellbeing provider based in South Kensington.



We are committed to the integration of pupil voice in the life of the School and our prevailing organisational culture prioritises the importance of listening, just as it does the celebration of our diversity and the affirmation of our pupils’ achievements. The same extends to our other stakeholders – our parents and, of course, our staff.



As a charity, we work hard to ensure public benefit. In addition to a generous and expanding programme of bursaries to support pupils for whom an independent school education would ordinarily be out of reach, we sustain a burgeoning partnership programme with many local state schools and community organisations. In addition to the frequent sharing of our facilities, we undertake a wide variety of projects across all aspects of our operation which ensure that in Roehampton and beyond, we are a force for good. For more details of our work, see www.schoolstogether.org and search for Ibstock Place.

We are ambitious for our future. We have grown considerably in recent years – in size most certainly, but also in terms of our profile and our achievement. Our ambition is to build yet further upon this recent success and to become the leading co-educational independent day school in London.

About the Role



Key Responsibilities

The Director of Teaching and Learning is responsible to the Head, through the Deputy Head (Academic) for raising the pupils' achievement and improving the quality of teaching and learning across the School, consistent with the School's strategic plan, vision, mission and values.

The post includes the management of the Senior Teacher i/c ECTs and ITTs and their work with regard to this area of the School.

The Director of Teaching and Learning is a member of the School's Senior Management Team (SMT) and, as such, the position holds particular responsibility for the School's vision to build a learning community with an international standard of excellence.

The postholder will make a significant contribution to the production, monitoring and updating of the School's strategic plan with regards to teaching and learning.

Start date either **April or September 2025**. Salary will be **competitive depending on skills and experience**. This post will have 6 month probationary period.

Deadline for applications: 2 February 2025.

Responsibilities

Key Duties and Accountabilities:

- To lead and oversee all teaching which takes place in the Senior School, developing and implementing effective mechanisms for its monitoring and quality assurance which make use of a wide variety of stakeholders including middle and senior managers, pupils and others;
- To lead on the development of teaching and learning practices, incorporating new technologies and focuses as appropriate, in line with ISI, DfE and research-based programmes and directives;
- To maintain an active and vigorous programme of lesson observation across the School and to keep senior colleagues aware of emergent issues and trends which arise from it;
- To work with colleagues to implement interventions and follow-up where underperformance is identified in the provision of teaching;
- To advise the Head and other senior colleagues, as required, on all matters relating to teaching and learning, including on matters relating to teacher performance as it might refract through the appraisal or capability procedures, or through mechanisms for performance-related pay;
- To work with the Deputy Head (Academic) and Deputy Head (School Improvement and Standards) in reviewing and developing the appraisal process;
- In concert with the Deputy Head (Academic), to develop understanding of learning strategies and metacognition amongst pupils, such that they are well-equipped as independent learners during their School careers and beyond;
- In concert with the Deputy Head (Academic) and the Head of Academic Mentoring, to develop pupil-facing study skills programmes and resources;
- To engage the parent and governor communities, as appropriate, in matters relating to the development of learning;
- To provide teaching colleagues with high-quality feedback, both individually and collectively, on matters relating to classroom practice and to provide coaching services to relevant colleagues on matters relating to teaching and learning;
- To develop, lead and manage the School's extensive programme of Continuous Professional Development on matters which relate to Teaching and Learning, ensuring a comprehensive and high-quality offer both for contractual days and during term time;
- To maintain and develop further an extensive portfolio of resources relating to teaching and learning upon which teaching staff might draw so as to improve their professional practice;
- To provide vision and leadership in the development of best practice in pedagogy:
 1. To manage Ibstock's Mindset pedagogy and ensure a sustainable programme of best practice in teaching skills, strategies and techniques;
 2. To promote an understanding of the Professional Standards for Teachers, and to develop those Professional Standards as appropriate;



Responsibilities

- To oversee and manage the professional learning opportunities for all academic staff to enable them to deliver the learning imperatives and priorities;
 1. Oversee the professional learning of the Senior Common Room members;
 2. Ensure staff are well informed about the School's professional learning programmes;
 3. Encourage teachers to reflect on their practice and contribute to conferences to inform the wider community on developments within the School;
 4. Encourage initiative within the School by developing opportunities for staff to explore areas of interest which are of benefit to pupils' learning;
- To oversee the work of the Teacher i/c of ECF and ITT in leading the School's arrangements for the support of colleagues who are part of the Early Careers Framework, liaising with external agencies and other colleagues as appropriate, and ensuring that the School's meets all of its statutory requirements in this area;
- Support the School's Partnership Programme, particularly its academic partnerships;
- To ensure, through the Head, that the Governing Body is kept well-informed on arrangements for the ECF and on the status of teaching and learning at the School more widely;
- Membership of the SMT and responsible for associated responsibilities that may be allocated by the Head to this position from time to time.



Demonstrated Leadership Attributes:

- Inspires and motivates the School community towards continuous improvement and innovation in teaching and learning, incorporating pupil voice into strategy-planning;
- Takes a leading role in embedding and assessing change to, and refinement of, teaching and learning practices;
- Committed to sustained and evidenced pupil progress;
- Communicates efficiently and highly effectively with all professional colleagues with appropriate follow up;
- Models the highest standards of professional practice and interaction with pupils, working with them to improve their learning experiences and competencies;
- Demonstrates and shares the importance of emotional intelligence and empathy in building trust and a positive learning; atmosphere across the School community;
- Works to embed a culture of sharing good practice including ongoing schoolwide peer observation;
- Takes a 'hands on' role in implementing strategy, providing a role model for excellent practice;

Responsibilities



- Understands, applies and shares contemporary educational research, theory and practice in pedagogy and pupil progress in a manner which fosters engagement;
- Supports the development and wellbeing of all teaching colleagues, sharing good practice;
- Demonstrates knowledge of the contexts driving relevant national policies and compliance requirements and informs the SMT of upcoming opportunities and threats;
- Defines challenges clearly and seeks positive solutions, often in collaboration with others;
- Makes and is able to communicate decisions informed and supported by available evidence and analysis;
- Communicates, negotiates, collaborates and builds partnerships effectively while relating to the whole School community;
- Understands the different demographic groups within the pupil community and is able to work effectively with them;
- Promotes life-long learning from pre-school through to adult life;
- Develops strategies to ensure educational opportunity for all pupils;
- Develops and maintains structures for effective liaison and consultation.

Senior Management Functions:

- Plans, acts, reviews and responds at the highest level of professional practice by:
 - 1.gathering information, analysing data and making decisions
 - 2.developing strategies, aligning resources and implementing actions for improvement
 - 3.consolidating improvement, changing established practices or changing the decision-making processes when necessary
- Develops a culture of improvement in teaching and learning by placing learning at the centre of strategic and operational planning;
- Ensures a challenging and flexible curriculum that is supported by creative and responsive teaching and effective learning environments;
- Works with the Deputy Head (Academic) to continuously evaluate teaching and learning for improved quality, balance and relevance;
- Implements effective learning and assessment frameworks that use data, benchmarks and observation to monitor every pupil's progress;
- With other members of the SMT, contributes to and implements the School's strategic and operational plans, vision, mission and values while taking a leadership role in the coordination, monitoring and updating of those plans;
- Researches, plans and oversees the delivery of CPD which is effective and timely including that which is undertaken independently;
- Promotes good performance and challenges underperformance by promoting effective teacher intervention, corrective action and follow-up;
- Assists other members of the SMT to review, evaluate and support staff to build capacity and to review performance;
- Works with others to produce and implement clear, evidence-based improvement plans and policies that promote and sustain school improvement;

Responsibilities



- Uses emerging technologies to enhance and extend teaching and learning experiences and to achieve excellence;
- Contributes to the development of quality assurance review strategies;
- Fosters a supportive environment for pupils and staff to realise their full potential;
- Contributes to the development and maintenance of efficient administrative policies and procedures;
- Acts in a supportive and supervisory capacity for School functions, as directed by the Head;
- Attends and participates in SMT committee meetings and other relevant meetings;
- Informs the Head of relevant matters;
- Communicates with parents, pupils and staff on matters of learning and pedagogy.

General Teaching Responsibilities at Ibstock

- Promotes the general progress and well-being of individual pupils and of any class or group of pupils assigned to him/her;
- Promotes and Safeguards the welfare of children throughout the School and associated partners;
- Provides guidance and advice to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports;
- Makes records of and reports on the personal and social needs of pupils;
- Communicates and consults with the parents of pupils as directed by the SMT;
- Attends assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after School sessions;
- Communicates and co-operates with relevant outside organisations;
- Participates in meetings arranged for any of the purposes described above;
- Contributes, wherever appropriate, to the wider life of the School.

Person Specification

Qualifications	
A good degree from a recognised university	Desirable
Further qualifications in an area related to this post	Desirable
Experience, Knowledge and Understanding	
Experience of working with senior management in a school context	Desirable
Evidence of continued professional development	Essential
Experience of creating and implementing policies at an organisational level	Essential
Experience of leading strategic initiatives across a whole school or relevant organisation	Essential

Person Specification

Skills	
The ability to communicate confidently with colleagues at all levels across the school, including governors	Essential
High level of professionalism, diplomacy, discretion and the ability to maintain confidentiality	Essential
Logical and methodical approach with a high level of accuracy	Essential
Strong organisation and time management skills	Essential
Ability to communicate effectively with a wide range of audiences, in writing and verbally	Essential
Ability to manage and motivate staff	Essential
Excellent interpersonal and relationship-building skills	Essential
Excellent attention to detail and ability to spot anomalies within data	Essential
The ability to anticipate needs, pre-empt problems and offer solutions	Essential
The ability to work on their own initiative	Essential
The ability to prioritise effectively, multi-task and work to deadlines	Essential
Strong IT skills	Essential

Person Specification

Personal attributes	
Commitment to safeguarding children and young people	Essential
Calm, approachable and professional manner	Essential
Self-motivated and able to work under pressure	Essential
Ability to inspire confidence in a wide range of stakeholders	Essential
Ability to work autonomously and as part of a busy team	Essential
Resilient with a 'can do' attitude	Essential
Willingness to express an independent viewpoint within a team environment	Essential
Willingness to commit to the School's aims and values, and to be involved in its full spectrum of operation	Essential
Commitment to equality, diversity and inclusion	Essential

Staff Benefits



Our aims and ethos

At the heart of our educational philosophy are five core values, which guide every aspect of our School community. These serve as the bedrock of our culture, shaping the attitudes, behaviours and aspirations of pupils, staff and parents alike.

A joyful, nurturing culture

Ambition to achieve

Rooted in kindness

An inspiring place to flourish

Feet on the ground, eyes on the future

Visit our website to find out more:
www.ibstockplaceschool.co.uk

Staff benefits include:

- Cycle to work scheme
- Free breakfast and lunch (in termtime)
- Defined contribution pension scheme for teaching staff and a pension scheme for support staff
- Commitment to training/development
- 5.6 weeks annual leave
- Access to BUPA Employee Assistance Programme, including counselling services
- Staff Yoga and use of the swimming pool (at designated times)
- Access to the School's BUPA health cover scheme (this is deducted monthly via payroll)

The Application Process



How to apply

To apply for the role, please complete our application form and submit it, by email: recruitment@ibstockplaceschool.co.uk

Shortlisted applicants will be invited to attend interview. The school reserves the right to interview and make an appointment before the closing date.

Note that all offers of appointment are conditional until the satisfactory completion of mandatory pre-employment checks.

Ibstock is committed to safeguarding and promoting the welfare of children. For further information on our Child Protection policies, please see [here](#). Safeguarding checks with the Disclosure and Barring Service will be undertaken. It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children.

This post is exempt from the Rehabilitation of Offenders Act, 1974 and the amendments to the ROA 1974 (Exceptions Order 1975, amended 2013 and 2020). For details see [here](#)

Note that, in accordance with Keeping Children Safe in Education 2024, shortlisted candidates are required to declare any past convictions. Online searches will also be conducted on shortlisted applicants as part of our due diligence process.

At Ibstock, we embrace and celebrate difference. We are proud to be an equal opportunity employer and do not discriminate against any employee or applicant based on their age, disability, gender, marriage or civil partnership status, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. To ensure this, all positions are subject to blind shortlisting.

Ibstock Place School



An inspiring
place to
flourish

- 1 Dance Studio
- 2 Macleod House
- 3 Priory Wing
- 4 Theatre
- 5 Wellbeing Centre
- 6 Drama Studio
- 7 Armadillos
- 8 Clarence Wing
- 9 Bicycle park
- 10 Orchard
- 11 Priestman House
- 12 Roberts House
- 13 Swimming Pool
- 14 Hardcourt
- 15 Rose Garden
- 16 The Innovation Centre
- 17 The Refectory
- 18 Terrace
- 19 Main House
- 20 Footbridge
- 21 Sports Hall
- 22 Climbing Wall
- 23 School of Art & Design
- 24 Multi Use Games Area
- 25 Forest School
- 26 School of Music
- 27 Sports Pitches



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