



Highfield Priory
Independent School & Nursery

Appointment of Class Teacher and Subject Co-ordinator





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Executive Summary



Highfield Priory School is an independent co-educational day school for children from the age of two to eleven years.

We are situated in the Fulwood area of Preston, within easy distance of the M6 which makes us handy for parents on their daily commute. The school is a haven of tranquillity amidst the hustle and bustle of the busy city. We enjoy nine acres of grounds including a forest school and an all-weather pitch. The Sunday Times League Tables (2023) state that Highfield Priory School is the leading Independent Day School in Lancashire and the North West of England. There are currently circa 165 pupils on roll.

The School is seeking to employ a Class Teacher and Subject Co-ordinator for the right candidate. This is an exciting opportunity for the successful candidate to work within a strong team, building on Highfield Priory School's reputation for academic excellence and ensuring that the School continues to flourish and develop in the rapidly changing educational landscape.

The successful candidate will be an exceptional teacher and Subject Coordinator in Music, IT, English or Maths for the right candidate. He or she will possess a natural ability to inspire children with an enthusiasm for learning.



An Introduction to Highfield Priory School

Highfield School – later to become Highfield Priory School – was established circa 1940.

It was originally created to educate the children of local business men and women who were looking for an excellent academic environment for the education of their children. This history of the pursuit of academic excellence, a strong work ethic and good manners continues to this day. Visitors to Highfield regularly comment on the children's elocution, self-confidence and courteous behaviour.





Values and Aims



School Motto: Aim High

Highfield Priory School believes in aiming high in all areas of school life. We encourage our children to have high standards, not only with regard to academic success but also with regard to behaviour, self-respect, self-discipline and good manners.

Values

- To encourage all pupils to develop their full potential by stimulating their intellectual curiosity, enthusiasm and imagination
- To promote excellence in academic, creative and sporting endeavours
- To teach the value of integrity and a concern for others
- To enhance pupils' appreciation of their own and other cultures
- To develop self-confidence and independence so that they are well equipped to play an active role in society



School life

Early Years

Nursery School (from 2 years)

Highfield Priory Day Nursery is situated on the school site, within our brand new Early Years facilities, The Barn. Whilst retaining an intimate home-from-home atmosphere, the children are able to enjoy walks around the school nature reserve as well as visiting the school Library, Performing Arts Studio, Sports Hall, All-weather pitch and the Forest School.

As our Nursery School children approach their third birthday, they prepare for their next step on their Highfield journey: Pre-School.

"In the Early Years provision, children make rapid progress from their starting points. Learning is personalised to the individual and a carefully planned resourced provision ensures high levels of engagement"

An extract from The ISI Inspection Report, 2023.





School life

Infants

Reception Class

There are three key areas of learning in Reception Class: Communication and Language, Physical Development and Personal, Social and Emotional Development. We work with the children as individuals, acknowledging that in Reception children progress at different rates as their knowledge, understanding and fine motor skills are developing. We believe passionately in the importance of reading as a key foundation for learning and so each child reads with an adult daily and keeps a Reading Diary.

Years One and Two

Year One is a vital stepping stone on the way to independent learning. For a Year One pupil, the day becomes more structured as they follow a traditional timetable with subjects that begin and end with the bell. The children sit at tables and are addressed as a class. Whereas in Reception the children had a great deal of free choice and were invited in small groups to learn and create with the teacher, in Year One they work in larger groups, as a class and independently. By Year Two, the children are able to work with confidence as independent learners.

As our pupils enter Year Two, they take their place at the top of the Infant School and they begin the process of transition to our Junior School. We encourage our Year Twos to be more independent and to focus on their organisational skills. We also look to ensure that they are confident in the skills that will be the foundation of their learning when they move up to Junior School.



"Achievements are celebrated through personal portfolios, which record pupils' academic, creative and physical endeavors. Pupils speak enthusiastically about their portfolio of achievements which promote their self-esteem and self-worth."

ISI Inspection Report, 2023



School life

Juniors

The children will now be taking the following subjects with a specialist teacher as well as the core subjects which they will be taught by their class teacher. These lessons are mostly taught in specialist areas.

- I.C.T. in the ICT Suite
- P.E. in the Sports Hall/All-Weather Pitch
- Music in the Music Room
- French
- Highfield Public Speaking, Elocution and Drama (HPSED) in the Performing Arts Studio
- Art/DT in the Art and Design Studio.

Years Three and Four

The first two years of Junior School are a wonderful time as the children grow in independence and really begin to blossom and reveal their many talents. On a practical level, it means that they play in a new playground, have their form room in a different part of the school, go into the first sitting of Lunch, experience new subjects with new teachers and an even wider range of activities. Mentally, they are generally encouraged to think more; they are presented with the questions “How?” and “Why?” across all aspects of the curriculum. In Maths, this means greater problem solving, explanations and showing their workings out; in English, they meet more inferential questions and greater discussion of characterisation, motivation and purpose and in their Humanities subjects they are encouraged towards greater empathy and understanding. They are also encouraged to think more about their actions and their role within the community.

The children practise verbal and non-verbal reasoning tests and they sit a CATS paper to assist with pupil tracking, progression and development.

In Years 3 and 4 the children will perform, as part of their HPSED course, in a play in front of a large audience. In Year 4, this play is performed on The Crossgate Theatre stage in Preston.





School life

Juniors



Years Five and Six

In Years Five and Six there is a great deal of emphasis on working hard and playing hard. The work is more challenging and many are starting to think about Entrance Exams and Scholarships. The children are encouraged towards greater independence and self-reliance, in preparation for secondary school, while still taking full advantage of the support and expertise of their teachers. The children play a great deal of competitive sport and we regularly send children to compete in national events in athletics and swimming.

Chess is also popular with many representatives playing at county level. The children continue to work on their confidence and elocution in their HPSED lessons as entrepreneurs and young apprentices as well as performing on stage each year. The children in Years Five and Six act as monitors and role models for the younger children and are clearly adored for their efforts.

The children's NCT results are consistently high and have once again put us at the top of The Sunday Times League Table in Lancashire and the North West. Children and parents are guided in their choice of secondary school and are helped with focused preparation for exams and interviews.



Confidence Building



Highfield Priory School believes passionately in building up children's confidence so that "I Can't" is wiped from a child's vocabulary forever.

Sport

To this end, all children are encouraged to take part in all sporting activities and, in the Junior School, every child takes part in competitive sporting fixtures regardless of ability.

Outdoor Pursuits

Each year group in the Junior School embarks on a team building activity day in which they put their problem solving and team work skills to the test in a series of physical problem solving activities.

A residential activity weekend is offered to children in Years Five and Six. This is extremely popular and helps the children to grow in confidence and independence as well as developing their ability to work as part of a team.

HPSED

Highfield has created its own brand of Public Speaking, Elocution and Drama exams (HPSED) which are designed to help children to grow in confidence and speak for a range of purposes, including: speaking to inform, instruct, entertain and persuade. Each child in the Junior School has a weekly HPSED lesson, takes two HPSED exams and participates (with a speaking role) in a public dramatic performance each year. Children are also taught good table manners and interview technique.



Governance and Leadership

Highfield Priory Independent School was founded in 1940 and is run by a Board of Governors who are the trustees of the charity. The Board of Governors is made up of present parents who all have a personal interest in the welfare of the school as well as external Governors who have kindly offered their time and expertise.

The Board of Governors is responsible for the overall direction of the school but plays no part in its day to day running which is left entirely to the Headmaster and his staff. However, Governors maintain close contact with the school, particularly with the Headmaster and the School Business Manager, making themselves available for consultation should the need arise.

Full Governors meetings are held at the school once a term and various sub-committees are elected to deal with specific areas such as finance, marketing, health, safety and wellbeing and facilities management.

Senior Management Team

The Headmaster is responsible for the Senior Management Team which currently comprises:

- School Business Manager
- Deputy Head
- Assistant Head
- Early Years Co-ordinator





Role Description

The School is looking to appoint an outstanding Teacher who is able to fulfil their duties to a high standard.

Class Teacher

To provide a high-quality educational experience for all children and teach to the highest level as a class teacher

Internal Relationships:

All Academic and Educational Support Staff and current pupils

External Relationships:

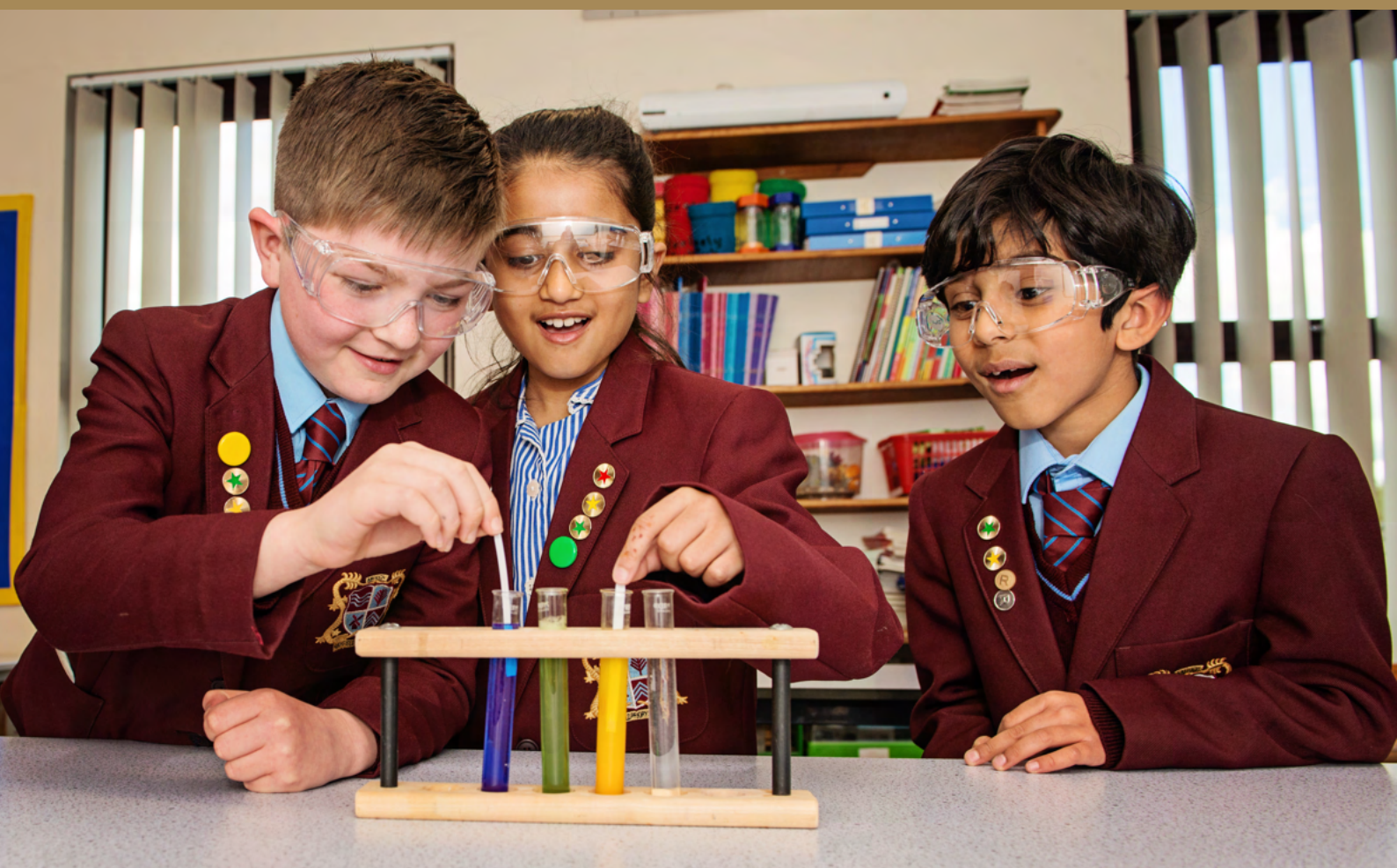
Parents of pupils, former pupils, suppliers and service providers, external agencies.

For the right candidate, there is an opportunity to become a subject coordinator in Music, IT, English or Maths.





Responsibilities as Subject Co-ordinator and Class Teacher



- To carry out the professional duties of a class teacher as required.
- To have a thorough working knowledge of the school's policies, aims, values and vision and ensure that they are reflected in all areas of school life.
- To lead the raising of academic standards for all children in your subject.
- To develop the quality of teaching and learning in your subject across the whole school.
- To work alongside other staff to promote excellent behaviour and a positive ethos within the school.
- To undertake any additional duties and tasks under the reasonable direction of the Headmaster.
- To maintain and look for ways to improve the school's excellent NCT results.
- To set clear school targets in your subject for all teachers as a collective and for individuals where necessary.
- To update the Curriculum Policy for your subject and ensure its implementation through lesson observation and book scrutiny.
- To understand your subjects strengths and weaknesses for the pupils in each year group and allocate resources and support where it is needed.
- To evaluate the strengths and weaknesses of the teaching of your subject across the school and action areas for improvement (through study of assessments, book scrutiny and lesson observations).
- To keep up-to-date with all changes to the National Curriculum and assessment and adapt our teaching and assessment of your subject accordingly.



Person Specification

Experience and Qualifications

Essential

- PGCE/BEEd or equivalent
- Creative and inspirational teaching
- Extensive teaching experience

Desirable

- Subject-management experience
- Further relevant professional qualifications and professional development
- Performance management experience and/or training
- A-Level in your subject area

Skills and Knowledge

Essential

- Excellent subject knowledge
- Excellent knowledge and understanding of the National Curriculum and latest developments
- Excellent knowledge of best practice for teaching and learning
- Up-to-date knowledge of current learning strategies
- Ability to prioritise workloads
- Ability to work on own initiative
- Ability to inspire children with an enthusiasm for learning
- Excellent interpersonal and communication skills
- Excellent classroom management
- Excellent administrative abilities and confidence in IT skills

Desirable

- Evidence of continuous professional development
- Knowledge of a range of assessment techniques

Personal Attributes

- A strong belief in the importance of team work
- A willingness and desire to be involved in extra-curricular activities
- A recognition and appreciation of the diversity of cultures and nationalities within the school
- A proven commitment to equal opportunities
- A proven commitment to multi-cultural education
- A proven commitment to safeguarding the welfare of children
- High expectations and professionalism with a positive attitude to promoting the school through your teaching and actions
- A strong belief in the importance of working with parents, carers and the wider community for the benefit of the children within your care
- A positive approach to behaviour management
- A warm and engaging personality with high levels of intellectual ability, energy, commitment, determination and stamina





How to Apply

Terms of Appointment

A remuneration package commensurate with the importance of the role and experience of the successful candidate will be offered.

Candidates will have a choice to enroll in the Teachers Pension Scheme or APTIS.

How to Apply

Candidates should submit a CV and hand-written covering letter along with the application form to SBM@highfieldpriory.co.uk or via post. The letter should fully address the competencies outlined in the job description and person specification.

The deadline for applications is noon Thursday 20th March, 2025. A shortlist of candidates will be invited to interview on week commencing 24th March, 2025.

Safeguarding

Highfield Priory School is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

All applicants should read the School's Safeguarding and Child Protection Policy, which is available on the School's website.

The successful candidate must be willing to undergo child protection screening appropriate to the post including Enhanced DBS and Online checks.

