



# Appointment of Primary Class Teacher with effect from September 2025

## Candidate Brief





## The King Alfred School

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For over 100 years, The King Alfred School (KAS) has stood for a rational, nurturing and enlightened educational experience. Founded in 1898 by a group of parents in opposition to Victorian educational practices – authoritarian discipline, regimentation, religious instruction, collective worship – KAS was created as a demonstration school committed to encouraging learning for its own sake and to applying research into the educational process. It sought to provide a well-rounded education that focused on what was best for the whole child and on the development of character and individuality.

KAS still stands out from the prevailing educational environment as a school that achieves academic success without unnecessary pressures, and social success through the development of relationships and responsibility rather than external discipline.

It is a school that is genuinely loved by students, parents and staff alike.

KAS has often been referred to as a “progressive” school. Certainly, it subscribes to many of the concepts of the progressive movement. We emphasise child-centred education, which aims to draw out the best in the individual child. We believe that the principles of mutual respect, of relationships based on trust rather than authority and punishment, and of allowing each child to develop at his or her pace in an atmosphere that is free from fear, provide the best learning environment. The school places a strong emphasis on creative and active learning and on the value of play. Co-education, mixed ability, all ages and non- denomination are its essential and enduring characteristics. Informality is typified by the use of first names, the absence of uniform and as few rules as can be managed within a community.

The village green setting of the main site, next to Hampstead Heath, contributes to the community feeling of KAS. The school has about 650 students, from age 4 to 18. Most children will join at Reception and continue on to the end of their school lives. Transition from Lower to Upper School is a natural one and for KAS pupils does not depend on assessments, tests or examinations. KAS perceives itself as one school in which all parts belong to a whole and where age groups are encouraged to mix. We aim to provide a happy, compassionate environment in which the emotional, physical and social developments of the child are held in equal regard to academic progress.

A high teacher/student ratio enables the committed and professional staff to provide a rich variety of activities. Within the confines of a structured curriculum leading to successful preparation for GCSE and A levels, teachers strive to provide a broader and more generous education. KAS measures the success of its philosophy by the acknowledged maturity of the students when they leave, by their successful pathways on leaving school, and by the fact that students invariably end

up doing something worthwhile, interesting or unusual.

KAS is committed to professional development and training for all its staff. New ideas from teachers are encouraged and there is active staff involvement in all aspects of the school. Staff are supported to pursue master's degrees, engage in action research projects, and connect with education professionals in this country and abroad.

The school is owned by and operated through the King Alfred School Society [KASS] members of which are mainly parents, ex- parents, ex-students and members of staff. The majority of the governing body – Council—is composed of parents and ex-parents [some of them ex-pupils]. Like any board of governors, Council is legally responsible for educational policy, financial management and the strategic development of the school.

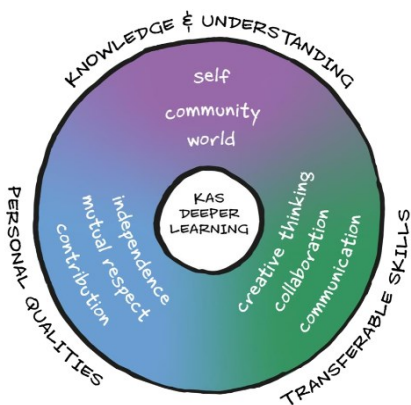
Council delegates the running of the school to the Head, and oversees this work through its committee structure. Maintaining the school ethos remains an important part of Council's responsibilities.

Annual election of Members of Council ensures that parents maintain an active interest and input in how education is carried out at KAS. On the principle that family life is a vital overall aspect of education, parental involvement in the general life of the school is encouraged.

The King Alfred School is situated on two beautiful sites. On the main site at Manor Wood, school buildings are spread around an open field; a number of mature trees from the original Manor Wood provide play and camp-building areas for the younger children and protection for a small amphitheatre. The facilities have been expanded considerably over the years, and there are plans to develop these further in the future, adding to our new Sixth Form centre .

## Teaching and Learning in the Lower School

We are extremely proud of what we are able to offer in the Lower School, a warm, friendly, nurturing environment where children are supported to develop a love of learning which we hope will continue beyond the years they spend with us. We are interested in both how we teach and what we teach in order to provide experiences that are relevant, inspiring and challenging for our learners. We work hard to ensure that all children have a joyful educational experience that is robust *but not restrictive*, pacy *but not unduly pressured* and that has a balance of both breadth and depth in all areas.



### Deeper Learning at KAS

At King Alfred, teachers provide deeper learning by designing rich, layered learning experiences which address transferable skills and personal qualities alongside knowledge outcomes. Our curriculum is designed to develop a deeper understanding of the world around us. By ensuring that skills and personal qualities are tended to, we support metacognitive practice, giving the children a shared vocabulary to discuss their progress and reflect on themselves as learners. Our curriculum is carefully designed to help children develop an understanding of their world from a personal, local and global perspective.

Teachers at King Alfred are professionally curious and enjoy their craft. They are creative thinkers, excellent collaborators and skilled in the art of communication with all members of our school community. Our teaching and learning framework supports our practice:

### KNOWLEDGE AND UNDERSTANDING

*Teachers at KAS:*

**Ethos** – *understand our distinctive, ambitious, progressive heritage, and our founding principles.*

**Students** – *know the children's needs, preferences and levels of confidence in order to personalise their learning experience and help them to thrive.*

**Subject** – *have professional curiosity and a desire to learn.*

### CLIMATE FOR SUCCESS

*Teachers at KAS:*

**Inclusion** – *ensure everyone feels known, valued and heard.*

**Mutual Respect** – *create a warm and trusting environment.*

**Learner Agency** – *use of enquiry based learning and promote student voice, choice and responsibility.*

### PEDAGOGICAL EXPERTISE

*Teachers at KAS:*

**Adaptive Teaching** – *use a variety of pedagogies, technology and resources to ensure the student experience is varied, enjoyable, relevant and engaging.*

**Holistic Assessment** – *reflect our emphasis on a 'broad definition of success', use varied assessment methods to inform planning.*

**Layered Learning** – *design rich learning experiences which cater to knowledge, skills and personal qualities.*

# Job Description

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## **(a) Effective and reflective classroom teacher**

- Within the holistic philosophy of the school, to set ambitious targets for what students can achieve in the classroom
- To ensure that teaching and learning in the classroom is adaptive and joyful and of a consistently high quality on a day-to-day basis
- To take an active part in the school's appraisal and professional development programmes
- To implement the assessment programmes which reflect the school's philosophy
- To provide regular and detailed feedback to effectively supports student progress
- To monitor student achievement and set targets for student improvement
- To work within KAS procedures to ensure appropriate interventions are put in place where necessary for individuals or groups of students
- To liaise with the Learning Support department to ensure students are well supported in order to access the curriculum
- To report on student progress (e.g. Student Led Conferences, written reports, data collection, etc.) in line with the school procedures

## **(b) Team player – own team and wider school team**

- To actively contribute to a cohesive, hardworking and happy team, with a strong collegiate culture
- To attend and actively contribute in staff meetings
- To keep abreast of developments in education
- To assist in the development of high quality schemes of work and resources throughout the curriculum

## **(c) Contribution to students beyond the classroom**

- To participate in the extra-curricular programme at KAS with the provision of a club and, if possible, participation in our camps programme

# Person Specification

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Attributes	Essential	How Identified
<i>Qualifications / training</i>	Bachelor's Degree in Education, or Bachelor's Degree in any subjects with PGCE (Postgraduate Certificate of Education), or equivalent <ul style="list-style-type: none"> <li>• Excellent standard of written and spoken English</li> <li>• Evidence of continuous professional development</li> </ul>	Application
<i>Experience</i>	<ul style="list-style-type: none"> <li>• Recent evidence of successful teaching</li> <li>• Have an understanding of inquiry-based learning</li> <li>• Evidence of working well in a team</li> <li>• Clear understanding of school monitoring, appraisal and data systems</li> </ul>	Application, reference, Interview process
<i>Skills and abilities</i>	<ul style="list-style-type: none"> <li>• Proven track record of being an effective teacher in own classroom</li> <li>• Ability to establish successful relationships with students, parents and colleagues</li> </ul>	Application, reference, Interview process
<i>Personal attributes</i>	<ul style="list-style-type: none"> <li>• Strong commitment to student engagement and achievement</li> <li>• Enthusiasm, drive, determination, flexibility</li> <li>• Empathy, affability and a good sense of humour</li> <li>• Positivity and resilience</li> <li>• Tact and diplomacy</li> <li>• Analytical and self-reflective</li> <li>• Welcomes feedback and accountability</li> <li>• Sets and maintains high standards in professional relationships with young people and colleagues</li> <li>• Commitment to supporting the progression and success of colleagues</li> </ul>	Application, reference, Interview process
<i>Commitment to</i>	<ul style="list-style-type: none"> <li>• The KAS ethos, and child-centred progressive education</li> <li>• Working in a 'can-do' culture with a commitment to continuous improvement</li> <li>• The happiness, well-being, and progress of all at the school</li> </ul>	Application, reference, Interview process

# Terms of Employment

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- The salary for this role will be on the KAS scale. This is the same as the Outer London pay scale, with the addition of the KAS supplement .
- A competitive pension (APTIS) - Employer Contribution 25%, Employee Contribution 5%.
- The appointment will be made subject to satisfactory references, completion of compliance and safeguarding checks including DBS clearance.
- The post is permanent and full time from September 2025.

## How to Apply

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To apply for this role please visit our website and apply via our online Application Form.

**Closing date for applications: Midnight on Sunday 2nd February 2025**

We value the diversity of our staff and students, and everyone at The King Alfred School is equally valued and respected. We aim to be an inclusive employer that reflects the communities we serve. We are committed to providing a fair, equitable and mutually supportive learning and working environment.

To read more about King Alfred's diversity and inclusion statement, please see our DEI statement and KAS Against Racism policy.

All members of the King Alfred School community are committed to safeguarding and promoting the welfare of children and young people.

Applicants must undergo child protection screening, including checks with past employers and the Disclosure and Barring Service.

### **Rehabilitation of Offenders Act 1974**

All posts involving direct contact with children are exempt from the Rehabilitation of Offenders Act 1974. However, amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected'. These are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and conviction can be found on the Disclosure and Barring Service website or at Unlock.



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