Information for candidates for the position of

BOYS’ SCHOOL HEAD

IAPS, Boys’ School, 3-11, day
From September 2020 (or earlier)
THE SCHOOL

- Garden House School is a leading London day school offering Kindergarten, Pre-Prep and Prep schooling for girls and boys from three to eleven years of age. Boys are taught separately from girls, except in Kindergarten, but they interact a great deal during the school day, including at mealtimes, clubs, school trips, etc. The School believes strongly that girls and boys in this age range learn most effectively apart but have much to offer one another in the broader school environment. This is a structure rarely seen elsewhere in the British education system.

- The Boys’ School and the Girls’ School are housed together in Turk’s Row, a purpose-designed space in Chelsea. This is an exceptional area in which to run a school. The Royal Borough’s unique association with Art and Literature filters through the curriculum, inspired by Chelsea’s history, architecture, style and energy. The School enjoys its green spaces and proximity to the River Thames.

- Garden House is fortunate to have a garden, situated in the historic grounds of the Royal Hospital. Sport is played in the South Grounds of the Royal Hospital, in Burton Court, across the river in Battersea Park and in a purpose-built all-weather facility in Vauxhall. School plays are staged at The Royal Court Theatre, a leading national theatre in Sloane Square.

There are just over 200 boys on roll aged 3-11. The Head is a member of IAPS. Founded in 1950, Garden House has a genuine family feel about it and prides itself on providing a sound educational base gained within a caring framework.

The school buildings are situated in a quiet, residential street in Chelsea, with excellent access from other parts of London or from further afield. The School is less than five minutes’ walk from Sloane Square Underground station and 10 minutes from Victoria Station.

The School aims:

- To provide education in a happy and secure environment where children can thrive and achieve personal excellence;
- To prepare children at 8+/11+ to take up places in schools that are best suited to their needs;
- To provide a stimulating and supportive environment in which children gain an enthusiasm for learning, enabling them to achieve excellent progress;
- To provide a broad and balanced curriculum, placing emphasis on developing the whole child;
- To encourage the pupils to become independent thinkers who are kind, confident, have a positive self-image and respect those around them;
- To follow the Kindness Code, an important part of the School Ethos;
- To produce an environment in which children develop confidence, grace and courage. Garden House children are encouraged to be interested in the people around them, their environment and the opportunities life presents;
- To teach children to be respectful and understanding of custom and tradition; treating people from all walks of life with kindness and respect, valuing all;
- To ensure pupils develop the skills to communicate readily and effectively, remembering that listening is at least as important as speaking. A Garden House child appreciates the value of a team and enjoys working as part of one, understanding the capacity of a good team to enhance the individual’s performance;
- To ensure Garden House pupils are aware of, and grateful for, the privileges of their upbringing but not under any illusion that this confers upon them any superiority;
- To develop in the pupils an understanding and appreciation of the values fundamental to the idea of being British and a willingness to stand up for those values with confidence and courage;
- To ensure they value their environment and look at the world around them with curiosity, love and wonder.
THE APPOINTMENT

Applications are invited for the post of Head of the Boys’ School at Garden House School with effect from September 2020 (or earlier). Mr Christian Warland, current Boys’ School Head, moves to a Principal role after 13 years’ exceptional service as Head.

The Principals seek to appoint an outstanding, experienced leader with a preparatory school background. The ideal candidate is likely to be either a Head or a Deputy Head in an appropriately academic school, with some experience of the London day school environment. He or she should retain the traditional values of Garden House but have the vision and energy to take it forward.

The new Head will maintain the very positive momentum of the School and support Garden House’s unique and much valued ethos of co-education on the same site but in separate classrooms and academic excellence in a caring, friendly and kind community.

Garden House has an excellent reputation in London and beyond as a happy, nurturing academic school with high academic standards. Results in examinations and senior school admissions are excellent. The School’s website gives full details of all aspects of school life including activities, the curriculum, leavers’ destinations and the most recent inspection report. The School underwent a Compliance Inspection in May 2017 and was found to be fully compliant.

HISTORY

The School was founded in 1950 and has continued as a proprietary-owned school. The current Principal is Mrs Jillian Oddy, who will be succeeded by her son, Christian Warland (current Head of the Boys’ School) and her daughter Sophie Strafford (current Registrar). In addition, the School employs a full-time Bursar, Mrs Judith Robinson.

In 2004, the School moved from nearby buildings in Pont Street and Sloane Gardens into a single, purpose-designed building to the south side of the Duke of York’s development. For the first time, the girls and boys were in the same location, while continuing to be taught separately.

LOCATION

The School is situated in Chelsea. Public transport links are good, with the District and Circle Lines serving Sloane Square station and the Victoria Line linking the area to the south. Victoria Station is a walk away. Several bus routes pass near the School. The surrounding area is quiet and residential.
STRUCTURE OF THE SCHOOL

The Senior Management Team consists of the Head of Girls and the Head of Boys, the Head of EYFS, the Deputy Head Academic and Deputy Head Pastoral. Garden House has a committed and well-qualified teaching staff, with a very high staff to pupil ratio. They offer a friendly learning environment, which respects each child as an individual, and pastoral care is at the heart of everything they do. The staff aim to ensure each child is happy and excited about coming to school.

Most boys start at the School at three or four years old, joining either Kindergarten or Reception. The Head of the Boys’ School is responsible for the boys from Year 1 to Year 6 inclusive.

Currently there are three classes in each of Years 1-3, dropping to one class in Year 4. Each class has a teacher and an assistant.

Boys are expected to arrive at 8.15am. There is no school on Saturday. After school clubs are available and generally finish by 5.30pm.

There is a House system with four Houses. House competitions span across the curriculum, with the boys competing alongside the girls in many of them. Boys are allocated a House when they enter Year 1 and are able to gain House points for a range of activities or standards of behaviour.

Lunches

Lunch is provided in school and is made on-site to an excellent standard.

ACADEMIC MATTERS

Although a mixed ability school, Garden House is widely regarded for its high academic standards. The majority of the boys will go on to selective academic schools.

Garden House pupils follow the National Curriculum as appropriate for an independent preparatory school. Specialist teachers deliver lessons in Computing, French, Latin, Music and PE. Preparation for the day school examinations and interviews, and for the Common Entrance at 11+ examinations, is of paramount importance but breadth and variety are highly valued too.

Curriculum focus days are enjoyed each year. Days are dedicated to World Arts, Science and Geography. The School celebrates literacy during Book Week.

Learning Enrichment

The School has a SENCO and several full-time and peripatetic members of the department, who can cater for a range of SEN, including speech and language delay, EAL, dyslexia and dyscalculia. A member of staff leads the A, G and T provision.
EXTRA-CURRICULAR PURSUIT

Boys at Garden House benefit from a wide variety of extra-curricular activities and clubs.

ART

Art at Garden House School is a highly valued and important element of the School curriculum. Pupils of all ages enjoy their Art lessons and the results of their learning and efforts are proudly displayed around the School. The pupils enter their work in several Art competitions and Galleries in the local area of the Royal Borough of Kensington and Chelsea. Proximity to the Saatchi Gallery is of great benefit to the boys and their teachers.

DRAMA

Productions take place in the Spring and Summer terms. In the past, productions have included The Wizard of Oz, Bugsy Malone, The Tempest and Oliver.

Boys have the opportunity to take speech and drama lessons which lead to LAMDA examinations (taught by a LAMDA qualified instructor).

MUSIC

Performance plays an important part in the life of the School. Children are encouraged to perform as soloists and in groups on a number of different instruments. They sing and take examinations where appropriate. Two thirds of the boys learn an instrument or take singing lessons. Choir may be joined following a successful audition and there are about 40 boys currently taking part.

SPORT

Boys follow a PE curriculum covering ball skills and an introduction to football, rugby, cricket, athletics, fencing and swimming. Facilities used include Battersea Park, Burtons Court, swimming at Queen Mother’s Sports Centre, cricket nets at Lord’s and basketball in Vauxhall.

The School has a broad and busy fixture calendar. This includes regular participation within sporting tournaments organised by the IAPS and local preparatory schools. Competitive fixtures against local schools are arranged. Swimming is a particular strength. The School is, however, firmly committed to sport for all and places fostering the children’s love of sport over the desire to win matches and competitions.

CHARITY; GARDEN HOUSE SCHOOL PARENTS’ ASSOCIATION

The Garden House School Parents’ Association help with the raising of money for charity. Annual events such as Quiz Night, Gala Night and the Summer Fair raise significant amounts of money which is distributed to the Royal Hospital and a second chosen charity each year, e.g. Magic Breakfast.

EDUCATIONAL TRIPS

Boys are taken on residential trips to France (Year 6), Somerset (Year 5), Juniper Hall (Year 4), Cornwall (Year 3), then day trips to British Museum, Windsor Castle, Hampton Court, Science Museum, etc.

CLUBS AND ACTIVITIES

Certain activities take place at lunchtime and others are held after school; they may vary from term to term. Some are taught by experts brought into the School and require an extra charge.
ADMISSION AND LEAVERS’ DESTINATIONS

Garden House has historically been over-subscribed. Admission into the School is via the waiting list and a short interview. There is also a waiting list for occasional places higher up the School and these are offered to pupils who are successful in an assessment morning. Entry into Years 3 or above will depend on academic ability.

Leavers’ destinations for boys over the past years can be found here.

SCHOOL FINANCES

Term fees 2018/19: £7,300 - £7,600 per term. Fees include lunches and the majority of school trips. Residential trips are chargeable.

The Bursar describes the School’s finances as very strong. The Head is not expected to be involved with the financial detail of the School.

THE SCHOOL COMMUNITY

The School is a very happy, thriving community. As the Tatler Schools Guide 2019 points out, “the kindness code is king, in and out of class”. One of the aims of the School is to maintain close links with the parents. Garden House builds relationships with families based on the best interests of the child and mutual trust so that parents as well as children can enjoy school life. This community of parents shows a passionate commitment to the values and ethos of the School. There is an open-door atmosphere, which enables parents to chat to the Head, teachers and friends at drop off and pick up times. Parents can come into the office and make an appointment or write to the teachers.

There is a strong information exchange with communications to parents being accessible and clear, in particular through the website and the weekly Newsletter. A detailed curriculum synopsis is provided to parents each year, outlining the particular areas of work to be covered by the boys in each year group. A colourful and informative school magazine highlights the events of the previous year.

There is a well-maintained alumnae link on the school website.
JOB DESCRIPTION

The Head will have overall responsibility for ensuring the achievement of the highest possible educational standards in the Boys’ School (KS1 and KS2) and for creating an atmosphere and structures in which pupils feel valued and staff have high expectations of them.

ETHOS
- To maintain an ethos in which individuals feel valued and where personal endeavour and responsibility are fostered
- To maintain high morale and to set an example of high-quality performance in standards and leadership

CURRICULUM
- To ensure children are properly prepared for 8+ / 11+ and pre-testing without compromising the breadth of the curriculum or in any way impairing the children’s love of learning and enjoyment of school
- To maintain and develop a broad, balanced and coherent curriculum which is relevant to the needs and aspirations of the pupils and their future lives
- To ensure that the curriculum is regularly reviewed, evaluated and updated, taking account of local and national initiatives, policies and statutes, to be carried out in co-operation with colleagues
- To monitor and track pupil progress through data, challenging and addressing underperformance
- To provide high-quality reports on pupil progress, both academic and pastoral, to parents and to relevant parties
- To ensure that teaching and learning promotes diversity and equality awareness and celebrates difference
- To evaluate the standards of teaching and learning across the School, ensuring that outstanding standards are the aim

PUPILS
- To ensure that pupils receive high-quality education designed to promote excitement, enjoyment and enthusiasm in learning, leading to the pursuit of excellence
- To ensure that the progress of each pupil is monitored and recorded so that the most appropriate decisions can be taken with regard to the next step in his/her education
- To ensure that the activities in which pupils are engaged are conducted in a disciplined, safe and healthy environment
- To arrange the most effective structure for the pastoral care throughout the School
- To work within the school framework and policies and, as appropriate, with outside agencies to ensure the emotional, moral, social and cultural wellbeing of pupils
- To maintain awareness of and commitment to all the School’s policies and systems, including the School’s health and safety policies and procedures and safeguarding procedures
- To ensure equality of opportunity for all through the School policies, procedures and practices

STAFF
- To participate in, or oversee, the appointment of teaching staff, following ‘Safer Recruitment’ guidelines and to ensure levels of performance necessary to achieve the agreed aims and objectives of the School are maintained
- To lead, motivate, encourage and support staff, to ensure that they have access to regular advice, education and training appropriate to the needs of the School and to their stage of development
- To ensure that teacher appraisal is effective within the School in line with the relevant regulations
TEACHING
• To contribute, where appropriate, to the teaching programme of the School and to encourage development of good teaching practice
• To contribute to and ensure monitoring of classroom practice and appraisal of the overall quality of teaching in the School at regular intervals

MANAGEMENT
• To advise and inform the Principals in the fulfillment of their responsibilities
• To work closely and collaboratively with the Head of the Girls’ School and the Head of EYFS, as well as other members of the SLT
• To assist the Proprietor to formulate a development plan for the School, and to secure its implementation with the collective support of the School staff
• To direct and control the available human, physical and financial resources, according to the School’s aims and objectives in consultation with other staff, as appropriate
• To build up and foster a good relationship with other schools, particularly with a view to 8+/11+ and senior school transfer
• To deploy and manage teaching and non-teaching staff efficiently and effectively
• To ensure effective lines of communication, appropriate delegation and equitable division of tasks and responsibilities
• To ensure all staff have the necessary skills, resources, and information to carry out their professional duties to a high standard
• To identify and meet professional development requirements of all staff to ensure current best practice
• To promote a culture of mutual support and encouragement among staff
• To follow effective procedures on the competence and capability of staff, in consultation with the Proprietor and taking professional advice, as appropriate

PARENTS
• To ensure that parents have access to appropriate up-to-date information about the direction of the School
• To encourage and develop positive co-operation between the home and the School
• To be able to advise parents on the next stage of their child’s education, in conjunction with the Deputy Head Academic

The Head has the responsibility in all matters incidental to the running of a first-class preparatory school in London and, first and foremost, is an ambassador for Garden House.
## PERSON SPECIFICATION

### QUALIFICATIONS AND EXPERIENCE

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<th>Essential</th>
<th>Desirable</th>
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<tr>
<td>Graduate with a suitable teaching qualification</td>
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<td>Evidence of substantial recent and relevant continuing professional development</td>
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<td>Experience in a relevant senior leadership role</td>
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<tr>
<td>Experience as Head or Deputy Head of a Preparatory School or of the Junior School associated with a Senior School</td>
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<td>An excellent teacher with varied teaching experience gained in a number of schools</td>
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<td>Experience of assessing, recognising and embedding high quality teaching and learning</td>
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<td>Experience of working across KS1 and KS2</td>
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<tr>
<td>Experience as an ISI inspector</td>
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<td>Personal experience of an ISI inspection</td>
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### PERSONAL QUALITIES AND KNOWLEDGE

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<td>Personal commitment to the School’s ethos and values</td>
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<td>Able to support the ethos of a school founded on Christian values whilst promoting and respecting diversity in its widest sense</td>
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<td>An inspiring, motivating and dynamic leader who leads and responds effectively to change and challenge</td>
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<td>Demonstrates a unifying and inclusive approach to leadership</td>
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<td>Able to communicate compellingly the School’s vision and drive its strategic leadership, empowering all pupils and staff to excel through its delivery</td>
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<td>Demonstrates excellent interpersonal and communication skills, able to listen, to manage and resolve conflict effectively and to have difficult conversations where necessary</td>
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<td>Confident and capable in public speaking and in leading meetings of all sizes; able to establish rapport with small and large groups alike</td>
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<td>Leads by example – with unwavering personal and professional integrity, discretion, creativity, resilience and clarity – drawing on their own and others’ scholarship, expertise and skills</td>
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<td>Demonstrates optimistic personal behaviour, positive relationships and attitudes towards pupils, staff, parents, governors and members of the immediate and wider school community</td>
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<td>Demonstrates a capacity for sustained hard work with drive and energy whilst also being able to cope well with the pressures of the post</td>
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<td>Enjoys interests outside school, able to achieve an appropriate work/life balance for self as well as to value and promote that for staff as part of ensuring own and others’ wellbeing</td>
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<tr>
<td>SCHOOL COMMUNITY, LINKS AND PARTNERSHIP</td>
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<td>Values and knows each child as an individual and provides a wide range of opportunities for all through a rich and varied curriculum, enhanced by extra-curricular activities and with a focus on pupils’ well-being</td>
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<tr>
<td>Able to collect and use a rich and holistic set of data, analysing it robustly to understand the strengths and weaknesses of the School, to inform the School’s vision and to share best practice</td>
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<td>Able to create and maintain an ethos within which all staff are motivated and supported to develop their own skills and knowledge, and to work collaboratively to deliver the School’s plans</td>
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<td>Able to secure excellent teaching and learning for all pupils, including those with particular educational or emotional needs and the more able pupils, demanding ambitious standards for all</td>
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<td>Welcomes strong governance and actively supports the Board in delivering its functions effectively, in particular its functions to set school strategy and hold the Head to account</td>
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<td>Able to establish and maintain school systems, organisation and processes that are efficient and fit for purpose</td>
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<td>Able to establish rigorous, fair and transparent systems and measures for managing staff performance, addressing any under-performance, supporting staff to improve and valuing excellent practice</td>
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<td>Able to shape an outward-facing school, building effective relationships with fellow professionals, with the local community and with other schools and organisations to champion best practice and secure excellent academic and social outcomes for all pupils</td>
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<tr>
<td>Able to shape the current and future quality of the School’s provision through high-quality training and sustained professional development for all staff, ensuring succession planning across the School</td>
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<th>SAFEGUARDING</th>
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<td>Displays commitment to the protection and safeguarding of children and young people</td>
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<td>Demonstrates up-to-date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of, children and young people</td>
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<td>Works pro-actively and co-operatively with relevant agencies to protect children in a safeguarding capacity</td>
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<td>Has first-hand experience of working with relevant agencies to protect children</td>
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TERMS AND CONDITIONS

The Proprietors are prepared to offer an attractive and competitive salary to secure the best candidate.

A formal contract, detailing terms and conditions, will be drawn up on appointment.

The following notes provide guidance, without prejudice, on the likely main provisions.

General notes:
• A highly competitive remuneration package is available, with a salary commensurate with the seniority of the post and the experience of the successful candidate. The Proprietors review the salary annually, effective from 1st September
• There is a very generous discount on fees for the Head’s children as pupils at the School, which is currently not a taxable benefit
• The School is part of the Government’s Teachers’ Pension Scheme
• The appointment is subject to three terms’ notice
• The Head’s performance will be subject to a regular review
• The School will be supportive, whenever possible, of external professional activities such as examining, committee membership and professional body activities, as agreed with the Proprietors. The current Head is a member of the IAPS
• Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS). Full details are given on the application form
• Longlisted candidates will be asked to undertake identity and qualification checks which conform to the School’s Safeguarding Policy. They must also agree to references being taken up at that stage and checks made with past employers
• The successful applicant will be required to complete a self-disclosure Medical Questionnaire
• The appointment is subject to satisfactory references, clearance from the DBS, proof of identity and qualifications and a medical report
APPLICATION PROCESS

Interested candidates are invited to contact RSAcademics by email or telephone to arrange a confidential discussion.

The deadline for receipt of applications is 10.00am on Thursday 30th May 2019.

Candidates should complete their application form electronically and email it to RSAcademics, together with a covering letter addressed to Mrs Jillian Oddy, which explains their reasons for applying. There is no need to submit a CV.

The completed application form and covering letter (both as PDF files, please) should be emailed to the Operations Manager, Alice Matcham, at applications@rsacademics.co.uk

Alice can also be reached by calling the Head Office on 01858 467449.

The process is as follows:

• All applications will be acknowledged by email. If a candidate has not received acknowledgement that his or her application has been received within two working days of sending it, applicants should, please, contact the Head Office by telephone.

• Selected candidates will be invited to a confidential face-to-face meeting with Charlotte Faber and Angela Short in London on Thursday 6th or Friday 7th June 2019.

• Longlist interviews with members of the Proprietors' selection panel will take place at the School on Thursday 20th or Friday 21st June 2019. There will also be an opportunity to tour the School and meet key staff.

• Tasks and various screening exercises, followed by the final round interviews, will take place at the School on Monday 1st July 2019.

• Candidates will be reminded to bring with them the documents for a Safeguarding check and the originals of their academic qualifications certificates.

The appointment is being handled for RSAcademics by:

Charlotte Faber
charlottefaber@rsacademics.co.uk / 07769 740479

Angela Short
angelashort@rsacademics.co.uk / 07786 134 195

Brief biographies can be seen here.

Founded in 2002 by Russell Speirs, RSAcademics specialises in schools, in the UK and internationally, advising on marketing strategy and research, leadership consultancy and the search and selection of Heads and senior staff. Comprising a team of the best schools’ marketing professionals and respected former school leaders, RSAcademics provides a high-quality service to schools with rigour, experience and warmth. Please visit www.rsacademics.co.uk for more information.

Garden House School is committed to safeguarding and promoting the welfare of children and young people. The post is subject to an enhanced DBS check and satisfactory references.