



Appointment of Head

For April or September 2018

Information for Candidates

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The School

The Location

Snaresbrook Preparatory School is in South Woodford, on Woodford Road, London E18 2EA, on the edge of Epping Forest.

It is an urban area where outer London meets Epping Forest, close to South Woodford Tube Station (5 minute walk) and Snaresbrook Tube Station (10 minute walk) both on the Central Line, and a 30min walk from Wood Street National Rail Station. Major bus routes (W12 and W14) have stops near the school on Woodford Road.

The school is very close to the junction of the North Circular (A406) and M11 motorway so there is easy access to all major routes including the M25 and M1. Reserved parking is available for the Head and some staff.

With such excellent transport links, the school is easily accessible to a very large catchment area, though about 50% of pupils walk to school and the school is an active member of the 'Walk to School' campaign.

History and Overview

Snaresbrook Preparatory School is an independent day school for around 165 boys and girls aged 3-11 years. Founded in the early 1930's, the main building is a substantial Victorian building, once a very large private home - a fact that contributes to the strong community spirit within the school. Over the last twenty years the house has been extended and several new purpose-built developments added in the grounds, including the rebuilding of the area for the Early Years Foundation Stage.

The school aims to cultivate an intimate, caring family atmosphere in which children feel secure and valued. The size of the school enables the Head and Staff to get to know every child well and ensures a real sense of family with the children making many lasting friendships which continue into secondary school and beyond. A number of current parents are former pupils of the school.

The school has always had a strong Christian ethos, which is incorporated into its Articles. The school is underpinned and guided by its Christian values and morning assembly includes prayers, songs and Bible stories, though of course children from families of all faiths and no particular faith are all warmly welcomed, valued and shown equal respect.

At age 11, Snaresbrook children are confident, cheerful and courteous, with a good sense of community and a readiness to care for each other and the world around them. They leave having learnt how to work in the ways that best suit them, are receptive to a variety of teaching and are well prepared for the next stage of their education and development.

Since its foundation over 80 years ago, the school has been based at its current location, in a leased property which still has a long lease with over 20 years to run. The school was incorporated as a Company in 1985 but it has been owned and run by the Mathison and Simmons families for over fifty years and some of the family are still pupils at the school. To avoid confusion with local colleges the Company name was changed in 2011 from Snaresbrook College Ltd to Snaresbrook Preparatory School Ltd.

There is an established structure of non-executive governance with the Head having full day to day and strategic control as in the role of a Chief Executive. The school is part of the government's Teachers' Pension Scheme (TPS). The school is a member of the Independent Schools Council (ISC) and the Association of Governing Bodies of Independent Schools (AGBIS). The two previous post holders have been members of the Independent Schools Association (ISA) and the successors, if not already a member, will be eligible for election to membership.

The school is immensely proud of its well established reputation for being a very friendly, caring, inclusive and stable community. Since its foundation there have only been five Heads who have each enjoyed leading the school successfully to its next stage of development.

Over the years the site has been developed fully, including a new hall, early years classrooms and outdoor education areas. Consequently there is excellent, modern accommodation for the children aged from 3-11. Being in a central location means that the children have the use nearby of several first class off-site sports facilities nearby.

Further details can be found on the school's website: www.snaresbrookprep.org or in the Independent Schools Yearbook.

School Aims and Values

The school aims are:

- To provide a relevant and contemporary education. To develop the whole child intellectually and with confidence, bringing out their best and providing a basis on which secondary schools can build.
- To provide an enthusiastic and enjoyable approach to learning, encouraging children to research and inquire.
- To develop sensitivity towards the values and needs of others within a Christian environment.
- To promote discipline, both socially and academically, with an awareness of personal health and safety.

In addition to the aims there are values that are intrinsic to everything the school does. They feature in school assemblies and on the playground and are widely understood and adopted by the pupils. These are:

- **Respect**
- **Excellence**
- **Sharing**
- **Perseverance**
- **Enjoyment**
- **Confidence**
- **Thoughtfulness**
- **Friendship**
- **United**
- **Learning**

School Structure and Facilities

The school currently has around 165 pupils aged 3-11 in 8 year groups, with approximately equal number of boys and girls. Nursery and Reception make up the Early Years Foundation Stage (EYFS, ages 3+ to 4+), which has been consistently over-subscribed; Key Stage 1 (Infants, ages 5 to 6+) consists of Year 1 and Year 2 and Key Stage 2 (Juniors, ages 7 to 11) is made up of Years 3, 4, 5 and 6. Generally the EYFS and Key Stage 1 classes are slightly larger than Key Stage 2 classes, which means that more individual attention can be given to those preparing for entrance examinations to senior schools.

The EYFS children have a purpose built unit which is bright and colourful together with a carefully designed outdoor space and a sensory garden. They also make good timetabled use of the school hall and playground.

Infant and Junior classes are in the main Victorian house. These classrooms have been totally refurbished to be bright and welcoming with projectors in all rooms. In addition there are banks of ipads and Chromebooks for all children to use in their classrooms.

The school hall is multi-functional and is used for assemblies, concerts and plays, music lessons, drama lessons and indoor PE activities. Its underfloor heating allows all the hall space to be used safely all the year round for games activities and the hall is also very well equipped for gymnastics. The playground is used for Infant games but the Junior groups use nearby local sports centres for games, athletics and swimming.

There is a new cloakroom area within the main building and a bright dining area. An extension to the side of the house provides modern office and study facilities for the Head and Bursar and administrative staff. Another addition is the purpose-built common room facilities for teachers together with a teachers' study area on a mezzanine level.

In summary, as well as excelling academically, children are encouraged to be all-rounders, acquiring skills in sport, music, drama, computing, art and design and experiencing an array of hobbies. Equal with these are life skills: respect for others, good manners, kindness and self-confidence.

Leavers

Although the entry to Snaresbrook Preparatory School is non-selective, the outcomes for Year 6 (11+) pupils are exceptional with many gaining scholarships, exhibitions and places at leading independent schools, which include the following (based on figures for the past 10 years):

- Bancrofts School
- Bishop's Stortford College
- Braeside School
- Brentwood School
- Chigwell School
- City of London School for Boys
- City of London School for Girls
- Cobham Hall
- Forest School
- Grey Coat Hospital School
- Italia Conti
- St Edmund's College

In addition, many pupils pass the highly competitive entrance examinations to attend local State Grammar Schools, namely Ilford County High School (boys) and Woodford County High School (girls). There are often a number of pupils that leave at the end of year 2, usually going to larger independent schools that cater up to year 13.

Inspection Report 2017

In April 2017 the school underwent routine Regulatory Compliance Inspection (RCI) by the Independent Schools Inspectorate. The School was found to be fully compliant in all areas with no recommendations for improvement. The full report is found here:

<http://www.isi.net/reports/?name=snaresbrook>

Inspection Report 2011

The Independent Schools Inspectorate's most recent full inspection report on Snaresbrook Preparatory School was published in June 2011, is very highly complimentary and its findings conclude that the School successfully meets its aim to provide a broad, enjoyable education, resulting in strong academic, creative, sporting and social development with the overall quality of pupils' learning and achievement judged to be excellent. Results in national tests at age eleven have been good in relation to the national average for maintained primary schools. Pupils have a strong record of success in examinations to their senior schools, with a significant proportion of Year 6 leavers annually winning scholarships. This level of attainment indicates that pupils make good progress in relation to pupils of similar ability.

The report found that the quality of the pupils' academic progress and attainment is due in no small measure to the quality of teaching which was also judged to be excellent, to the excellent curriculum and to the quality of learning with the pupils having a very positive attitude and exemplary behaviour in class. The inspectors reported that pupils settle readily to their work and are highly attentive and responsive in class. They apply themselves with evident enjoyment and are enthusiastic learners, keen to do well and eager to be challenged. They are willing to contribute and prepared to think for themselves. The pupils co-operate very well in group work and listen appreciatively to one another's views. The inspectors reported that in this ethnically diverse school, the pupils co-exist in complete harmony.

The inspectors found the quality of the pupils' personal development to be excellent with outstanding pastoral care and effective safeguarding, welfare, health and safety arrangements contributing significantly to the personal development of pupils. They reported very high standards of behaviour evident throughout the school and appreciated by parents. They commented that in occupying a large house, the school has a warm, 'family' atmosphere where in and around the school, the pupils exhibit confidence, openness and courtesy which reflect pride in, and affection for, the community to which they belong. The pupils take their responsibilities seriously when given the opportunity to lead or to serve. Relationships throughout the school, between staff and pupils and amongst the pupils themselves, were judged outstanding.

The report confirms that the school successfully generates self-assurance and self-esteem, through its wide range of opportunities for personal fulfilment. It comments on the pupils' appreciation of the spiritual dimension as shown by the active and reverent part which they take in the acts of worship. Pupils have a secure sense of right and wrong and display courtesy to adults and treat younger fellow-pupils kindly and considerately. A strong sense of friendly co-operation permeates school life.

The report mentions that on many different occasions during the inspection, staff, pupils and parents used the word 'family' when describing the school and this sense of belonging to a safe, intimate, close-knit community was always in evidence.

The inspectors were also keen to highlight the effectiveness of the EYFS which was judged to be outstanding. In EYFS the leadership and management were rated outstanding, as was the quality of the provision for Early Years and its outcomes, with inspectors referring to the bright, spacious setting, most effectively run by well qualified and caring staff, enabling children to learn and make rapid progress.

The inspectors found the liaison between the Board of Directors and the school to be outstanding. Lines of communication are excellent and the Directors take an active interest in all aspects of school life. Development planning is thorough and realistic. Leadership is dynamic and direction is clear. Careful, committed management ensures that the day-to-day life of the school is orderly and well controlled. Pastoral and academic administration is excellent. The school promotes close links with parents, who expressed great satisfaction with their children's education.

In summary, Snaresbrook Preparatory School is shown to be a very successful and high-achieving school, with excellent governance, leadership, teaching, attainment and pastoral care with pupils who are kind, respectful, polite, courteous, well behaved, eager to learn and succeed and who have high self-esteem and confidence.

The full report is found here: <http://www.isi.net/reports/?name=snaresbrook>

Governance

The school is governed by the Board of Directors who also act as Governors and it brings to the school a range of expertise with a variety of professional specialisms. There are currently ten Directors who meet termly. The Bursar also serves as the Clerk to the Governors. The Head reports directly to the Board. The Bursar also reports to the Board, but is accountable through the Head for all day to day and finance matters.

The Board essentially has overall responsibility for strategic and financial matters and there are sub-committees of Governors who live more locally, who give support in specific areas. They work very closely with the Head and the school's Senior Management Team with input as appropriate from senior staff.

The Senior Management Team

The senior management team (SMT) consists of the Head, two Acting Deputy Heads (one of whom is the Head of Early Years), SENCO, DSL, Bursar (who gives financial guidance) and Office Manager (who gives administrative expertise). In addition, all staff (teachers and assistants) are welcome to attend termly school development meetings and their views are greatly valued within a framework of consultation and collaborative leadership and management. Other senior staff consist of several main subject co-ordinators.

The Bursar is responsible for the financial and business affairs of the School, some aspects of Health and Safety, and the management of the catering company.

Teaching, Learning and Co-Curricular

Snaresbrook Preparatory School is fortunate in having excellent, dedicated and loyal staff in each aspect of school life: teaching, teaching support, administration, finance, maintenance, catering, cleaning and caretaking. There is a full-time teacher for each class and full time classroom assistants for EYFS and KS1.

The Head has responsibility for recruiting all teaching staff and there is a strong emphasis on effective communication between all staff, responsibility for which falls to the Head and the Deputy Head. The Head usually conducts staff appraisals and professional development reviews over a two year period. Staff can request more frequent reviews or to have their review with the Deputy Head if they prefer. These reviews are seen very positively, as a means of making sure that staff are happy in their work, have the facilities and training they require, and for setting goals for improvement. The Head also carries out reviews with staff in their coordinator roles.

In addition to the Head and Deputy Head, there are 8 full-time class teachers, 4 additional teachers (P.E, music, drama and IT), 8 teaching assistants, 2 office staff and additional peripatetic staff, some of whom are part time.

Regular in-service and external courses keep the staff abreast of any changes in the curriculum and up to date with good practice. There is a very strong emphasis on and commitment to staff professional development. The staff room is lively, friendly and sympathetic to the needs of others. The staff are enthusiastic and superbly collegiate.

The curriculum aims to be rich, varied and accessible to all. It is carefully planned to ensure a clear sense of progression. Key Stage 1 and EYFS children have their day divided into four sections, two in the morning and two in the afternoon. These can easily be further sub-divided to give shorter sessions when appropriate. Key Stage 2 children have their day divided into seven sessions, each 35- 40 minutes long, with five in the morning and three in the afternoon. Most lessons are taught to the whole ability range of each class but specialist SEN teachers are available either to assist in the classroom or to take a child, or a small group of children, to work in a separate room.

In addition to English and Mathematics, children receive lessons during their time at the school in Science, History, Geography, R.E., Modern Foreign Languages, Latin, Music, ICT, Drama, Art, DT and P.E./Games.

The school prides itself on motivating and enabling all of its children to achieve their full potential and much effort is made to keep abreast of all worthwhile changes in teaching & learning. A generous budget is allocated for improving subject resources, in-service training and educational courses for staff.

. In the EYFS the staff work closely as a strong team, planning their activities and sharing information about the development of the children. They have spacious classrooms and a communal outdoor space where the children can take part in role play, and learn through playing with sand and water, painting, dancing and singing. They use the hall or playground for PE and Games. They all have good access to excellent outdoor play areas.

A very wide variety of after-school clubs take place and all children from Year 4 have opportunities to go on residential trips. There are frequent outings to museums, theatres and places of interest and speakers and authors regularly visit the school. Recent school trips include four days in France for Years 4 and 5 and five days in Shropshire for Year 6.

Pastoral Care

Class teachers are naturally the main point of contact as being directly responsible for the children in their class but all staff have a clear duty of care for all children and there is a very close working relationship between staff to pass on concerns of any level. Clear Pastoral Policies and Procedures are in the Staff Handbook.

Assemblies, PSHEE lessons and circle times are used to discuss and investigate pastoral issues and reinforce good friendships and behaviour standards. All staff have a regular weekly meeting, led by the Head with the Office Manager in attendance, and the first item on each agenda is always 'Children'.

In the EYFS parents or carers have direct contact with the teaching staff at the beginning and end of the day. Staff and parents can share information easily at these times. In the other year groups staff dismiss children to the parent or carer at the end of each day so the informal exchange of information is also made as easy as possible. In addition, all year groups have a home/school communication diary for use.

Parents are warmly encouraged to phone the office to clarify any concerns or arrangements. Appointments to see staff are generally made the same day. Appointments with the Deputy Head or the Head are easily made via the office and these are also generally made within 24 hours.

Three of the Directors regularly visit the school and are available to talk to pupils, parents and staff.

Parents

There is a very well established Parent Teacher Association at Snaresbrook Preparatory School. Its role is mainly social in enabling parents to meet up and get to know each other but it also raises money to be spent on special events for the children, such as the whole school trip, or luxury equipment for the school. It also helps the school to fundraise for the pupils' chosen charity.

The school sees itself as joint trustees, with parents, of the young lives in its care, bearing equal responsibility for their happiness, well-being and development.

Open Days

Open Days are held during October for parents of children hoping to start in the Nursery the following academic year. Groups of Parents have a short talk from the Head and are then taken around the school by a Year 6 child before having a short private one-to-one meeting with the Head. Parents who are unable to attend these sessions are invited to arrange an alternative time to meet the Head.

In addition another two Open Mornings are arranged throughout the year when parents with children of school age are welcome to see the school in action.

The Post

The Governors of Snaresbrook Preparatory School invite applications for the post of Head. The successful candidate should have good professional qualifications, suitable teaching experience in primary or prep school education, strong leadership and management skills and the personality to inspire and motivate others. A generous remuneration package will be available for the right candidate. There is a significant fee remission for staff children. It is expected that the post holder will teach approximately a 20% timetable.

Job Description (Role and Responsibilities)

Introduction – Head's Role

Snaresbrook Preparatory School provides a warm 'family' atmosphere, rooted in Christian values and within a safe, enjoyable and inspiring environment, in which each child is encouraged and enabled to develop his/her full potential academically, physically, socially and pastorally. The school aims to prepare all children for the senior school of their choice. The children are taught to be caring, courteous and considerate members of the school community and are expected to make a positive contribution to society.

The school's primary aim is to provide learning for all, through the provision of a creative and challenging curriculum that sets very high academic standards while preserving the school's distinctive ethos. This ethos can be summed up in three words: enjoyment, security, and discipline together with the strongly held values of kindness, helpfulness, sharing and caring, courtesy and respect for others. Underlying these everyday values is a concern for the spiritual well-being and development of the children. The school is proudly non-selective for entry to Nursery and it aims to enable its children to achieve the very best they can.

The Head is responsible to the Board of Directors/Governors for ensuring that the school is run smoothly and efficiently whilst successfully fulfilling these aims, for developing its future strategy with the Board, and for ensuring that educational developments are innovated and incorporated as appropriate. He/She is expected to keep the Board informed about the activities and performance of the school and to propose ways in which the school can improve and develop in order to enhance its prospects and reputation. The Head reports directly to the Chairman of the Board.

In order to achieve this, the Board will expect the Head to lead the School in the following main broad areas:

- Maintaining the high reputation of Snaresbrook Prep in the local community and further afield.
- Agreeing with the Board the school's educational strategy and curriculum, and its efficient delivery. This would include the appropriate preparation of pupils leaving at 11+, most of whom achieve entrance to leading Independent Senior Schools or State Grammar Schools.
- Excellent 'people management' skills at all levels including pupils, parents and staff. The Board aims for a happy, caring and high achieving community, led by clear example, with an open, approachable, inclusive and transparent style of leadership.
- Ensuring 100% compliance and within agreed financial budgets and objectives.

Responsibilities

This list is not exhaustive, but in summary the Head is responsible for:

- Setting high standards in all aspects of school life and leading by example.
- The leadership and management of the whole school, with specific involvement in and leadership of each of the three sections: Nursery and Reception – the Early Years Foundation Stage (EYFS, ages 3+ to 4+); Key Stage 1 (Infants, ages 5 to 6+) consisting of Year 1 and Year 2; and Key Stage 2 (Juniors, ages 7 to 11) made up of Years 3, 4, 5 and 6.
- Ensuring that child protection and safeguarding are given the highest priority at all times.
- The academic life of the school, the maintenance of the highest standards of teaching and learning and the provision of a rich and balanced curriculum for boys and girls at every age.
- The moral, social, spiritual and cultural development of each pupil, which includes preserving and promoting the Christian values of the school and taking a leading role in the assemblies and prayers.
- Providing and maintaining a wide breadth of co-curricular activities which develops skills, talents and interests.
- The pastoral life of the school and the safety and well-being of each pupil, including working very closely with the Designated Safeguarding Lead.
- The strategic direction of the school and its policies, in collaboration with the Board, the Senior Management Team and Senior Staff.
- Writing and overseeing the implementation of a measurable School Development Plan, as agreed with the Board.
- Working closely with the Bursar, for the financial management and smooth running of the school and the planning of the best use of resources.
- The successful marketing of the school and the recruitment of new pupils.
- The promotion of the school's profile locally and across London and its neighbouring areas, and maintaining good relations with parents, senior schools and former pupils.
- The appointment of staff and their well-being, development and remuneration (some senior staff appointments may be made in conjunction with the Board).
- Leading the appointment, deployment, appraisal, monitoring, development and (if necessary) disciplining of teaching staff to ensure the highest standards of teaching and learning.
- Providing support and advice where required to all members of staff, to ensure their best interests and welfare.
- Ensuring that all staff set standards both in and out of school appropriate to the ethos of the school.
- Encouraging staff through attendance at all events and through frequent and positive contact.
- Maintaining and developing good relationships and communication between staff in order to promote an understanding of and support of the aims and values of the school.
- Maintaining strong relationships with the parent body.
- Ensuring that communication with parents is effective and efficient.
- Working closely with the Bursar and Office Manager, ensuring compliance with all legal and regulatory standards and guidelines pertaining to the safety and well-being of pupils and the employment of staff, and the production and updating of appropriate policies.
- Any other aspect of school leadership, as required by the Board, for the effective organisation and well-being of the school.

In summary, the Head will lead, guide and care for what is primarily a gentle, loving and supportive high achieving community which is highly regarded and greatly valued by all for its unique culture and ethos which must be preserved and carefully nurtured. It is an awesome responsibility but a hugely rewarding challenge for the right person.

The Candidate (Person Specification)

The successful applicant is likely to have a record of proven success in primary or preparatory schools. He/She will be an experienced teacher and leader with appropriate experience in primary or preparatory school education. The Board is looking to appoint someone who will continue to develop the academic, cultural, pastoral, social and spiritual life of the school, whilst bringing to the school his/her own personality, enthusiasm and ideas for its future success. The post offers excellent scope for innovative and inspiring leadership within a friendly, caring and supportive environment.

The successful candidate should have:

- A clear interest in the intellectual, pastoral, co-curricular, moral and spiritual development and well-being of each pupil.
- A commitment to helping each pupil achieve his/her full potential in all aspects of school life.
- A real interest in the well-being and development of all staff and a determined commitment to enable them to improve professional practice and performance.
- Excellent 'people-person' skills with a manner and style of approach which will encourage a warm close working relationship with the parents; inspiring them and prospective parents to be enthusiastic and positive in supporting the school's vision, values and aims.
- Excellent communication skills with the ability to engage with and inspire the whole constituency of the school community.
- Organisational excellence with meticulous and proactive planning.
- Proven skills in and experience of school management at a primary or preparatory level.
- A clear understanding of current educational developments and challenges for all ages 3-11.
- Clear and decisive leadership skills demonstrating an ability to see the 'whole picture'; a strategic vision with a flair for innovation and the ability to inspire others.
- Excellent delegation skills, empowering staff with delegated autonomy.
- An inclusive, collaborative, collegial and consensual style of leadership and management which encourages and enables everyone to contribute to and be part of the school's success.
- An open and easily approachable manner.
- Excellent listening skills with a strong sense of empathy and the ability to handle difficult situations sensitively, sympathetically and diplomatically.
- The ability to relate sensitively to pupils, staff, parents and governors; to be seen as caring for each member of the whole school community.
- A strong and obvious commitment to pupil welfare and safeguarding and a clear understanding of Child Protection issues.
- The ability to forge strong links with the wider community.
- A 'visible' and active presence in all parts and sections of the school.
- The initiative to work on his or her own, but the sensitivity to work as part of a team, recognising the strengths and contribution of others.
- Energy, efficiency, flexibility, tact, resilience, commitment, and the ability to work under pressure for sustained periods and a warm sense of humour.

The successful candidate will lead by example, care deeply about each member of the school community, be approachable and friendly at all times, and be decisive but caring and understanding in resolving clashes or conflicts. In addition to having a long term vision for the school, its pupils and teachers, s/he will have a close eye for detail in meticulous planning. The person appointed will make things happen with minimum fuss having gained maximum support from colleagues and parents.

The new Head will aim to build on the significant achievements of the previous five Heads as a charismatic, thoughtful and reflective leader, a kind but decisive manager of people, someone with a warm personality able to inspire all members of the community of Snaresbrook Preparatory School.

Terms and Conditions

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:

- A generous remuneration package will be available for the right candidate with a salary commensurate with the responsibility of the post and dependent on previous experience. The Board of Directors review the salary annually, effective from 1st September.
- The appointment is subject to two terms' notice.
- The school is part of the government's Teachers' Pension Scheme.
- There is a generous discount on fees for the Head's children at Snaresbrook Preparatory School (which is currently not a taxable benefit).
- Private Medical Insurance is provided for the Head (which is a taxable benefit).
- Holidays are by arrangement with the Chairman of Board but the Head should expect to be available for some periods outside term-time.
- The Head's performance will be subject to a regular appraisal.
- Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Criminal Records Bureau. 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, satisfactory clearance from the Disclosure and Barring Service, proof of identity and qualifications and a satisfactory report after medical examination by the school's appointed doctor.

Child Protection:

Snaresbrook Preparatory School 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 Child Protection policy, which is available on the website, and are required to declare any criminal convictions or cautions, or disciplinary proceedings related to young people. The successful candidate will be required to complete an application for Enhanced Disclosure, to initiate a Criminal Records Check (working with children). The school is also registered for the processing of personal data in accordance with the Data Protection Act 1998. Such checks are required in accordance with the school's policy on Disclosure Information, data protection policy and policy for handling Disclosure information received from the Disclosure and Barring Service. Copies of these policies may be obtained from the Bursar upon request.

Equal opportunities:

Snaresbrook Preparatory School is an equal opportunities employer and welcomes applications from appropriately qualified persons regardless of gender, marital status, sexual orientation, race, ethnic origin, colour, nationality, religion, disability or age. Candidates will be assessed against relevant criteria only (i.e. skills, qualifications, abilities, experience) in selection and recruitment.

In accordance with the Disability Discrimination Act, Snaresbrook Preparatory School seeks to treat those with disabilities as favourably as those without disabilities. It will make reasonable arrangements, wherever practicable, to avoid putting those with disabilities at a disadvantage.

How to Apply

The entire application process is completed electronically. If you are interested in making an application please apply by returning the following to cwhetham@snaresbrookprep.org before the end of Tuesday 31st October 2017:

- Your cover letter (see below)
- Your completed Application Form
- Your completed Self-Disclosure Form

Your cover letter of not more than two sides of A4, stating why you are interested in the post and what relevant skills and experience you would bring to it should be addressed to Mr S. J. Mathison, Chairman.

Please note that the Application Form must be completed in full and must include the names of two referees, with full contact details and email addresses. (Referees will not be contacted until after candidates are notified that they have been selected for interview). The Self-Disclosure Form will not be referred to when short-listing candidates for interview, nor will it be divulged to the members of the interview panel prior to interview but will be detached from the main application form as soon as it is received.

Dates for the Selection Process

Closing date for applications:	31st October 2017
Candidates notified if selected for interview:	8th November 2017
Longlist interviews:	15th & 16th November 2017
Visits for shortlist candidates:	Week commencing Monday 20th November
Shortlist interviews:	28th to 30th November 2017

More Information

For more detailed information on Snaresbrook Preparatory School, please visit the website:
www.snaresbrookprep.org

If you would like to discuss the role in complete confidence, please contact Mrs Charli Whetham on cwhetham@snaresbrookprep.org.