



FORRES SANDLE MANOR
FORDINGBRIDGE

APPOINTMENT OF A KEY STAGE 1 TEACHER



Start Date: September 2025

Closing date: Midday 28th March 2025

Salary: Commensurate with experience and qualifications



FORRES SANDLE MANOR FORDINGBRIDGE

AN INTRODUCTION TO FORRES SANDLE MANOR

Established in 1880, what is now Forres Sandle Manor has an enviable history. The owner of Pembroke Lodge School (originally located in Southbourne), purchased the Manor House and adjacent land in 1936 and at the start of the 1936 autumn term, Sandle Manor Preparatory School commenced educating pupils on this site. During the following decades the school's facilities underwent considerable improvements, including new classroom blocks, sports facilities and in 1972 a new swimming pool. In 1993 Sandle Manor Preparatory School was merged with Forres Preparatory School of Swanage, and was renamed Forres Sandle Manor Preparatory School.

Today the school remains set within 35 acres of stunning grounds, which include sports fields, an astro pitch, heated swimming pool, cricket pitches, a multi-purpose sports hall, netball/tennis courts, as well as beautiful woodland including our forest school (complete with our own Anglo-Saxon Roundhouse). The original manor house is recorded in the Domesday Book; an Elizabethan House, largely rebuilt around 1900 but retaining the Tudor style.

Location

The school stands in acres of wonderful countryside located on the borders of Hampshire, Wiltshire, and Dorset. Fordingbridge, a small, picturesque, riverside town, is referred to as the 'Gateway to the New Forest' and is located between the cathedral city of Salisbury and the coastal towns of Christchurch, Bournemouth and Poole. The area is steeped in history and boasts easy access to the beaches of the Jurassic coast, riverside walks, the New Forest, and numerous historical and family attractions. It is one of the most beautiful locations in Southern England. The School is located 12 miles from Salisbury, and less than 20 miles from Bournemouth town centre.



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Educational Provision

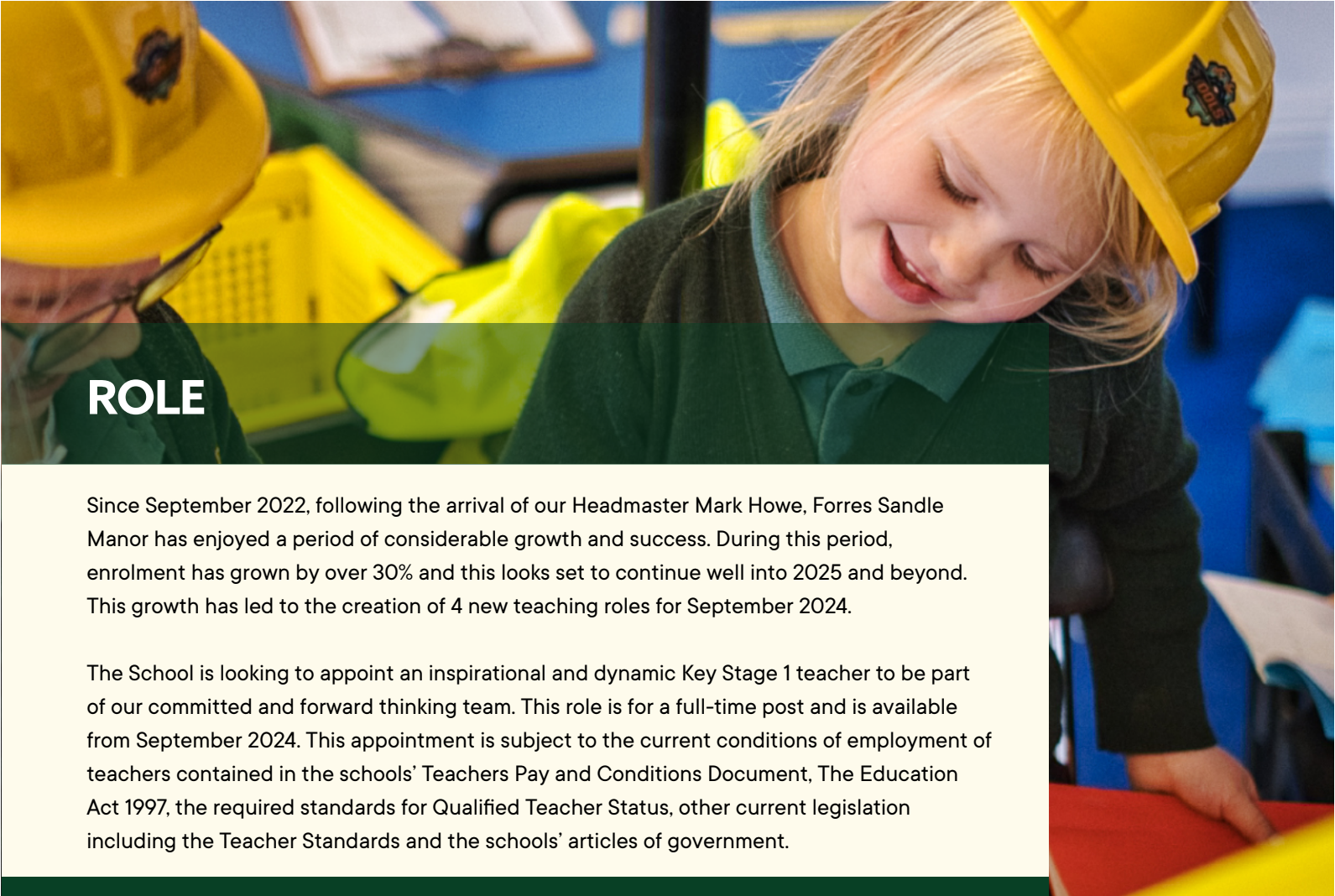
As stated above, our school has enjoyed an enviable reputation as an outstanding preparatory school, which for many decades has prepared pupils for 13+ Common Entrance and scholarships to senior independent schools including Marlborough, Sherborne, Canford, Dauntsey's, Bryanston and Clayesmore. In recent years FSM's leavers have continued to achieve a 100% success rate at Common Entrance.

As part of this provision, the school also has a proud history of providing exceptional care for boarders from Year 3 and above. Although today boarders make up a minority of our school's population, our boarders (including a small but growing number of international pupils) continue to enjoy the large bedrooms of the manor house. Full, weekly and flexi-boarding is available, with the latter proving increasingly popular with our older pupils, many of whom now stay for 1 or 2 nights each week.

Recently the school has announced plans to extend its provision up to GCSE, with the first year group due to sit their examinations in the summer of 2027. As a result, we are currently investing in an expansion of our curriculum, significant development of our co-curricular provision and have submitted a planning application for construction of a new multi-million pound STEAM building.

Aims

As we enter this new and exciting period in our school's history, it is our ambition that we grow sustainably and remain true to the values which make the school what it is today. Academically, this means ensuring we continue to strive for all of our pupils to make outstanding academic progress by being taught in small classes by inspirational teachers. We also aim to continue to develop our focus on ensuring outstanding personal development for all our pupils through an ever increasing range of enrichment and co-curricular opportunities. Finally, and most fundamentally, we strive to maintain the ethos which permeates through every part of the school – ensuring that every member of staff takes a genuine interest in the wellbeing and development of every pupil and that all are able to feel valued for who they are and inspired to become the very best versions of themselves.



ROLE

Since September 2022, following the arrival of our Headmaster Mark Howe, Forres Sandle Manor has enjoyed a period of considerable growth and success. During this period, enrolment has grown by over 30% and this looks set to continue well into 2025 and beyond. This growth has led to the creation of 4 new teaching roles for September 2024.

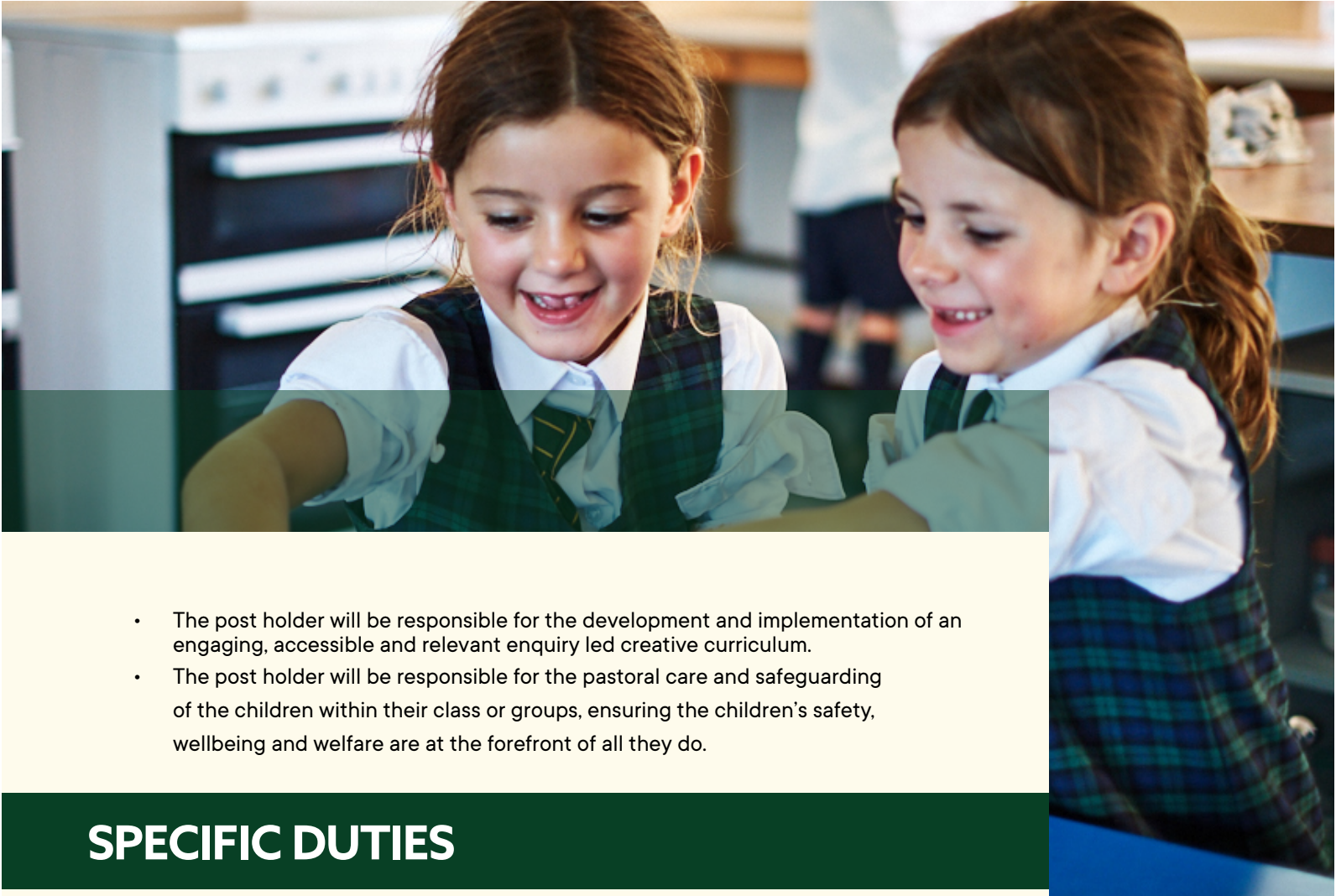
The School is looking to appoint an inspirational and dynamic Key Stage 1 teacher to be part of our committed and forward thinking team. This role is for a full-time post and is available from September 2024. This appointment is subject to the current conditions of employment of teachers contained in the schools' Teachers Pay and Conditions Document, The Education Act 1997, the required standards for Qualified Teacher Status, other current legislation including the Teacher Standards and the schools' articles of government.

CORE AIMS

- To be a leader of learning who has high expectations of every child.
- To provide a carefully structured and thorough education experience which enables pupils to achieve their academic and personal potential and to develop skills appropriate to the world of work and life in the twenty first century.
- To ensure a civilised, caring, healthy and happy community which emphasises high moral standards, self-discipline, emotional and spiritual development.
- To encourage pupils to participate in an extensive range of sporting, cultural, artistic and enriching activities; to develop an understanding of our responsibilities and our duty to serve the local, national and world communities.

RESPONSIBILITIES

- The post holder is responsible to the Head of Pre Prep and to the Headteacher for his/her duties, responsibilities and teaching tasks
- The post holder undertakes the teaching of the pupils in his/her class and associated pastoral and administrative duties in respect of those pupils as well as the general responsibilities in the school as agreed with the Head
- The post holder will interact on a professional level with all colleagues and establish and maintain good working relationships which will promote the development and effective delivery of the school curriculum and maximise children's achievement
- The post holder will be responsible for the supervision of the work of support staff and any students who may be on teaching practice or work placement



- The post holder will be responsible for the development and implementation of an engaging, accessible and relevant enquiry led creative curriculum.
- The post holder will be responsible for the pastoral care and safeguarding of the children within their class or groups, ensuring the children's safety, wellbeing and welfare are at the forefront of all they do.

SPECIFIC DUTIES

Plan teaching to achieve progression in pupils' learning through:

- Identifying clear teaching and learning objectives for the pupils, and deciding how they will be taught and assessed, including the teaching of phonics.
- Setting tasks which challenge the pupils and ensure a high level of interest through active learning attention, participation and well-being.
- Setting appropriately high expectations using an enquiry led creative curriculum.
- Setting clear targets building on prior attainment.
- Identifying the needs of individuals and groups within the class, taking note of individual education plans and liaising with the SENCO as required.
- Making effective use of assessment data and information when planning lessons.
- Planning opportunities to contribute to pupils' literacy and numeracy, and to their personal, spiritual, moral, social and cultural development.
- The effective use of Learning Support Assistants time as appropriate.
- The effective use of resources promoting and driving the use of ICT resources.

A photograph of children in a forest, holding up tree trunks. A girl in a blue jacket is smiling and looking up at a tree trunk. A boy in an orange jacket is looking down at something in his hands. The background shows a green field and a tent.

TEACHING AND CLASS MANAGEMENT

- Liaise effectively with the Head of Pre Prep in pursuing teaching and learning excellence with pupils.
- Establish and maintain a safe environment and purposeful working atmosphere which supports learning and in which pupils feel secure and confident.
- Manage pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- Provide clear structures for lessons maintaining pace, motivation and challenge.

Use a variety of teaching methods to:

- Structure information well, including outlining content and aims and
- Summarising key points as the lesson progresses
- Instruct, demonstrate and give accurate, well-paced explanations using appropriate vocabulary
- Use of effective questioning, listen carefully to pupils, give attention to errors and misconceptions.
- Select appropriate learning resources for pupils and develop study skills through the use of the library and technology. Drive the use of ICT in the learning environment and other sources. Ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to their age.
- Critically evaluate own teaching to improve effectiveness.

MONITOR, ASSESS, RECORD, REPORT

- Assess how well learning objectives have been achieved and use pupil level data and information to improve specific aspects of teaching via effective planning and delivery of learning experiences. Monitor and assess pupils' work and set targets for progress. Keep up-to-date and accurate records detailing pupil achievement, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving.
- Prepare and present informative reports to SLT, governors and parents / carers as required.
- Contribute to the school self-evaluation and improvement.



OTHER PROFESSIONAL REQUIREMENTS

- Have a working knowledge of teachers' professional duties and legal liabilities.
- Operate at all times within the stated policies and practices of the school.
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations.
- Contribute to the life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school.
- Take responsibility for their own professional development and duties in relation to school policies and practices and in particular to development of relevant computing skills.
- Liaise effectively with parents and governors as necessary.
- Liaise with school to ensure there is a smooth transition for the pupils across phases and year groups.
- Carry out supervision duties as appropriate.
- Support the school extra-curricular activities.
- In addition, to carry out other duties as reasonably required by the Headteacher.

The duties above are neither exclusive nor exhaustive and the post holder may be required to carry out appropriate duties within the context of the job, skills and grade.





PERSON SPECIFICATION



	Essential	Desirable
Experience:		
To have recently taught Key Stage 1 pupils with evidence of good or outstanding teaching (recent lesson observations to be produced at interview).	✓	
Use of technology within the classroom including iPads.	✓	
Qualifications /Training:		
A Level passes in two subjects.	✓	
GCSE subject passes in English, mathematics and one science subject.	✓	
Honours degree from a recognised University.	✓	
Qualified Teacher Status.	✓	
Training in teaching phonics.	✓	
Practical Skills and Competencies The Class teacher should have knowledge of:		
The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies) in a Key Stage 1 class.	✓	
The monitoring, assessment, recording and reporting of pupils' progress at Key Stage 1, including knowledge of the changes in the National Curriculum 2014.	✓	
The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN, EAL and Child Protection.	✓	
The positive links necessary within school and with all its stakeholders.	✓	



PERSON SPECIFICATION

Effective teaching learning and assessment strategies when educating Key Stage 1 age pupils.	✓	
Promoting innovative and creative teaching methodologies including technology.	✓	
A creative and flexible approach to learning which encompasses the broader Arts both inside and outside the classroom.	✓	
Personal Skills and Attributes Ability to:		
Promote the school's aims positively	✓	
Be patient when working with young children and their parents/carers.	✓	
Be resilient in coping with the day-to-day pressures of school life.	✓	
Develop good personal relationships within a school team.	✓	
Establish and develop positive working relationships with parents, governors and community groups.	✓	
Create an engaging and stimulating learning environment.	✓	
Be flexible in response to the changing demands of a new and growing Free School.	✓	
Work collaboratively as a team member in all areas of Pre Prep.	✓	
Show a commitment to good attendance and excellent punctuality.	✓	





HOW TO APPLY

Applicants should complete the school's application form and submit this by email to Sadie Pretty (HR Manager) recruitment@fsmsschool.com. The application form is to be accompanied by a covering letter addressed to the Head, Mr Mark Howe of no more than two pages.

The closing date for applications is midday 28th March 2025.

We reserve the right to interview at any point during the recruitment process so early applications are encouraged.

If you would like to discuss the role with the Headmaster or speak with the Head of Pre Prep, please email the Head's PA, Julia Holbrook jholbrook@fsmsschool.com to book a call or visit.

Forres Sandle Manor School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All our posts are subject to an enhanced DBS disclosure, two work references and other relevant employment checks to this role.

We are an equal opportunities employer.

