



Durham  
Cathedral  
Schools  
Foundation

# Chorister School Prep Teacher

*March 2024*

*Maternity Cover*

*(0.6 fte over five days)*



Confidence for Life  
Respect for All



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## Traditionally Modern

Learning has been part of the life of Durham for a thousand years. The Durham Cathedral Schools Foundation was formed in 2021 as a result of the merger between Durham School and The Chorister School. Both schools have been at the heart of the city's education for most of that time; founded in the early fifteenth century as schools for "grammar and song" by Bishop Thomas Langley, Durham School was again refounded by Henry VIII in 1541. In a somewhat odd local tradition the Cathedral is often known as Abbey, especially by Dunelmians and Old Dunelmians.

Durham School moved from its mediaeval home on Palace Green to its current location in 1844; although the city centre is only five minutes' walk away, the School has a peaceful, rural atmosphere.



Today, the Foundation educates around 750 pupils. The Chorister School is our prep school, and is for girls and boys aged 3–11. Durham School is our senior school, and is for girls and boys aged 11–18. Boarding is available to pupils aged 8 and up, and 20% of our pupils board. Just over a third of our pupils are girls.

Our vibrant and successful Sixth Form prepares pupils for the next stage of their journey. Within a community shaped by moral integrity and kindness, we cultivate ambition and responsibility, giving all Dunelmians the foundations to be happy and make a positive mark in the world.

By embracing this ethos, our pupils not only learn to pass their examinations today, but also receive an education that gives them confidence for life and respect for all.

Durham Cathedral Schools Foundation has a long and ancient history. The secret to our longevity is our passionate teachers, who, using innovative approaches and new technologies, seek to kindle the intellectual curiosity of our pupils, preparing them to answer the questions of tomorrow.



# A Word from the Principal

In so many ways, all schools are similar and yet all schools claim to be different; so what is the unique quality that makes DCSF distinctive?

In short, we compete. In comparison to most schools, DCSF is small, but we do not let that stand in our way. Pupils here do lots of things that revolve around their education: sport, music, drama, outdoor pursuits, CCF, and so the list goes on. Pupils represent the school at county, national, and international levels, achieving impressive standards in all that they do and competing with the best of them.

Pupils dedicate time to these activities because they are fun and enhance CVs but, more importantly, because they develop the pupils as people; they learn to compete, they learn to win, and they learn what to do when they fail or lose. Balancing all this with academic work is never easy but pupils learn from the very beginning that examinations cannot get in the way of an education that will last a lifetime.

There are many tasks which might compete as the most important for any headteacher, but getting the right people on the bus is not only a privilege but also the guarantee that DCSF remains distinctive and all that it is. The teachers here dedicate themselves to their pupils, they inspire questioning and a love of learning, and contribute to a warm and lively community.



A handwritten signature in black ink, appearing to read 'K. McLaughlin'.

Kieran McLaughlin  
Principal

# A World Class Location

"I got off at Durham, intending to poke around the cathedral for an hour or so and fell in love with it instantly in a serious way. Why, it's wonderful – a perfect little city – and I kept thinking: 'Why did no-one tell me about this?' I knew, of course, that it had a fine Norman cathedral but had no idea that it was so splendid. I couldn't believe that not once in twenty years had anyone said to me, 'You've never been to Durham? Good God, man, you must go at once! Please – take my car.' I had read countless travel pieces in Sunday papers about weekends away at York, Canterbury, Norwich, even Lincoln, but I couldn't remember reading a single one about Durham, and when I asked friends about it, I found hardly anyone who had ever been there. So let me say it now: if you have never been to Durham, go at once. Take my car. It's wonderful."

*Bill Bryson, Notes from a Small Island*



# M

## MORAL INTEGRITY

We have the courage to say and do the right thing

We demonstrate a will to do the right thing

We can be relied upon to do the right thing

We act in private as we do in public

We stand firm for what is right

We challenge things we think wrong and are open to challenge from others

We are accountable for failure as well as success, and do not allocate blame

We demonstrate and promote honesty, and are true to ourselves



# A

## AMBITION

We achieve our goals by consistently working toward them

We go above and beyond the call of duty

We re ambitious when we set goals for ourselves

We seek help and support before giving up and identify lessons in setbacks

We encourage all to develop maximum potential and support others to achieve

We embrace opportunities, challenge, and seek to develop our skills and talents

We identify opportunities for School Development



# R

## RESPONSIBILITY

We do what we say we will

We are punctual and prompt in all that we do

We use our resources responsibly, developing and caring for our environment

We act before being asked and consistently deliver on expectations

We prepare thoroughly for all tasks

We are accountable for our actions

We encourage autonomy in all and seek leadership

We acknowledge and seek to resolve problems

We pioneer better ways of doing things





# K

## KINDNESS

We are open and approachable to all, no matter their gender, faith, race or background

We welcome and listen to the opinions of others and look to engage and involve a diverse range of views in the community

We attend to and include newcomers and those needing help, and actively build relationships

We support each other and stand up for fellow colleagues and pupils

We acknowledge individual needs within our diverse and inclusive community

We speak positively of the School community, and are positive in responding to questions



# Our Values

For over 600 years, Durham Cathedral Schools Foundation has prepared the young of today to be the leaders of tomorrow in the lessons we teach both in and outside the classroom, but more importantly in the values we encourage in every aspect of our daily lives. Moral integrity, ambition, responsibility, and kindness are the MARK of a Durham Cathedral Schools Foundation education.





# The Position

We are seeking to appoint a suitably qualified, exceptional teacher to teach in our Prep Department (Upper Key Stage 2, Year 5/6) to cover a maternity leave.

This position will suit an experienced or recently qualified teacher who is enthusiastic and creative in their approach to teaching and learning and who demonstrates a commitment to high quality education and expectations.

The successful candidate will be willing to contribute to the life of our busy, thriving school. In your application, please state your particular areas of interest and strengths within the primary curriculum.

The post is 0.6 fte over five days. The role has arisen through the need to provide maternity cover

The Foundation is committed to promoting the safeguarding of children and expects all employees to share this commitment. Any job offer will be made subject to satisfactory checks, including an enhanced DBS disclosure.

Durham Cathedral Schools Foundation is an equal opportunities employer and welcomes applications regardless of age, gender, race, religion, disability, or sexual orientation.





# Chorister School

Chorister School offers a wonderful environment for children to spend their formative years. With dedicated, caring staff and excellent facilities, children can learn, work and play happily in safe and secure surroundings.

This is achieved within a clear Christian framework, and we also welcome children from all faiths.

Our passionate teaching staff and our creative, holistic approach to education at Chorister School is what sets us apart.

The curriculum embraces the core subjects of English, Maths and Science with great emphasis placed upon developing reading, writing and mathematical skills.

Other subjects include: History, Geography, ICT,

RE, Art, French, Latin, Music, PE and Games.

At Chorister School, we acknowledge the huge positive impact music lessons have on a child's academic, social and emotional development, and their wellbeing. We pride ourselves on the inclusivity of our music provision, the array of musical opportunities our children are able to experience, and our support for the most ambitious of our musicians.

We take care to support and develop the individual musical interests and ambitions of every child, tailoring their education in order to nurture their skills and build their confidence whilst enabling them to access a broad programme of music education.

# Job Description

## Job Description & Professional Duties

- Seek to ensure that pupils attain the highest possible standards in all aspects of school life.
- Ensure a consistent approach to planning, teaching and assessment and to ensure that there is continuity and progression in pupil's learning.
- Demonstrate a commitment to safeguarding and promoting the welfare of children and young people, staff and volunteers.
- Work consistently to uphold the school's mission statement and aims.
- Follow all school policies and procedures.

The professional duties and responsibilities of the Prep Class teacher include:

## Teaching and Learning

Plan, prepare and teach high quality, well-structured and engaging lessons.

Demonstrate good subject and curriculum knowledge and positive enthusiasm.

Set high expectations which inspire, motivate and challenge pupils.

Promote good progress and outcomes by pupils.

Make use of formative and summative assessment to secure pupils' progress.

Make accurate and productive use of assessment, providing or contributing oral and written assessments and reports relating to individual pupils and groups of pupils.

Use relevant data to monitor progress, set targets and plan next steps.

Co-ordinate with other teachers on the preparation and development of teaching materials, teaching programmes, methods of teaching and pastoral arrangements

Give pupils regular feedback, both orally and through purposeful marking and encourage pupils to respond to feedback.

Attend Parents' evenings relevant to the pupils taught

Participate in meetings arranged for any of the purposes described above.

## Diversity and Special Needs

Teach according to educational need, adapting teaching to respond to the strengths and needs of all pupils.

Know when and how to differentiate

appropriately, using approaches which enable pupils to be taught effectively.

Have secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.

Demonstrate an awareness of the physical, social and emotional development of children, and know how to adapt teaching to support pupils' education at different stages of development

Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## Pastoral

Promote and safeguard the welfare of children and young persons.

Manage pupil behaviour effectively through the Foundation's behaviour policy to ensure a safe and supportive learning environment.

Have high expectations of behaviour and use praise, rewards and sanctions consistently and fairly.

Undertake the pastoral role of a Form Tutor, to promote and facilitate the general progress and well-being of individual.

Contribute to the co-curricular and activities programme of the school.

## Child Protection, discipline, health and safety

Promote and safeguard the welfare of children and young persons.

Maintain good order and discipline among pupils and safeguard their health and safety both when they are on the School premises and when they are engaged in activities elsewhere.

## Personal and Professional Conduct

Fulfil wider professional responsibilities

Communicate effectively with the parents of pupils and staff.

Demonstrate consistently high standards of personal and professional conduct.

Maintain professionalism at all times and keep confidentiality of information.

Be punctual and committed to the demands of the Preparatory school environment.

Undertake such duties that the Headmistress may reasonably require.

*The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.*

# Person Specification

	<b>Essential</b>	<b>Desirable</b>
<b>Education/Knowledge</b>	Qualified Teacher Status Relevant degree	Higher degree
<b>Experience</b>	Experience of teaching in a primary school setting in particular, teaching Key Stage 2 Evidence of recent professional development/training	Experience leading subject areas
<b>Aptitude and skills</b>	Ability to work flexibly as part of a team Ability to maintain a good working environment Excellent communication skills Excellent organisational, planning and prioritising skills Willingness to take responsibility Ability to use own initiative Resilient, mature approach An appreciation of the value of learning A desire to encourage all young people to succeed	Ability to initiate activities to enhance provision  Ability to adapt teaching to recognise new and emerging technologies





	Essential	Desirable
<b>Personal qualities</b>	Enthusiasm Sensitivity to students' needs /self-esteem Willingness to further develop professional skills Reliable and conscientious Desire and ability to learn new skills High expectations of all students Caring and supportive Team player	

# Our Staff



Miss Louise Hinde

Languages' Teacher & Explorer

"Learning a language is about more than simply vocabulary and grammar, it is about opening worlds; I try to show my pupils that their worlds should never be limited by language."



Mr Andrew Beales

Development Director

"My role is all about creating opportunities for young people with the support of Foundation community. From the archives through parents, alumni, to lettings and events the Development Office is a driving force for change at the Foundation.

Individuals need to develop too, and I am grateful the School have helped me to undertake an MBA in Educational Leadership."

# Additional Information

## Other Information

We offer a wide range of co-curricular activities, and would welcome any successful candidate who can make a commitment to leading & supporting an activity or sport.

## Salary Scale

Durham Cathedral Schools Foundation pay scale, dependent of experience.

## The Application

All applications are to be submitted on the School's application form; these are obtainable from the School website: [www.dcsf.org.uk](http://www.dcsf.org.uk). A completed application form should be sent along with a supporting statement for the attention of the Headmistress, Sally Harrod, to: [hr@dcsf.org.uk](mailto:hr@dcsf.org.uk)

## The Deadline

The deadline for all applications is noon on Wednesday 10 January 2024, but please feel free to submit your application as soon as possible.

## The Interview

Interviews will be held on Tuesday 16 January 2024.  
Further details and a schedule will be provided in advance of the interview.

## Safeguarding

Durham Cathedral Schools Foundation is committed to promoting the safeguarding of children and expects all its employees to share this commitment. Any job offer will be made subject to satisfactory checks, including an enhanced DBS disclosure.

## Equal Opportunities

Durham Cathedral Schools Foundation is an equal opportunities employer and welcomes applications regardless of age, gender, race, religion, disability, or sexual orientation.

## GET IN TOUCH:

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Durham  
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Leading  
Independent  
Schools



*Please note all information submitted as part of an application for a position at Durham Cathedral Schools Foundation will be held and processed under the terms of our privacy notice available at [www.dcsf.org.uk/pn/](http://www.dcsf.org.uk/pn/)*