



**KENSINGTON
SCHOOL**
Est. 1966

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Headmaster: Mr Duncan Giles MA

Head of Junior School Information for Candidates

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The School

The Location

Kensington School is based in the Pedralbes area in the north-west of Barcelona. This is a primarily residential area, with low density living.

Pedralbes is close to the main access route into the city, the Diagonal and the school is situated close to the principal university buildings. This allows the school to enjoy excellent communication links, with the 'Zona Universitaria' L3 metro station a 5 minute walk. Additionally, there are a number of bus routes that link the school to the city, the most popular of these being the 7 and 63.

The school is very close to the junction of the city ring road, the Ronda de Dalt and exit 9 is a very short distance from the school gate. The city operates a 'pay and display' parking policy in the area surrounding the school and parking is limited. There are a number of municipal and private car parks nearby.

With such excellent transport links, the school is easily accessible to a very large catchment area, though about 50% of pupils walk to school.

History and Overview

Founded in 1966 by Edward Paul Giles, Kensington School is an independent day school for around 250 students aged 3-18 years, that follows exclusively the National Curriculum and prepares students solely for GCSE and A Level public examinations. The school building was purpose built in 1987 and was officially opened by HM Queen Elizabeth during her state visit to Spain the following year. The school building houses all year groups and has limited if well appointed outdoor areas for recreational and sporting activities. Over the last four years the school has undergone a number of renovations and improvements and the schools development plan will see these continue in the coming years.

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 once students leave Kensington. A number of current parents are former pupils of the school.

The school has a very varied student intake with over 45 different nationalities represented. English is the common language in the classroom, playgrounds, indeed across the whole school. The school is proudly non-selective though it will assess students for levels of English to ensure access can be made to the curriculum. Similarly, entry into the Sixth Form will be dependent on previous levels of attainment.

Students at Kensington 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.

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.

There is an established structure of non-executive governance with the Head having full day to day and strategic control. The school is a founding member of the National Association of British Schools in Spain (NABSS) and the Barcelona International Schools Association.

Further details can be found on the school's website: www.kensingtonschoolbcn.com

School Aims

The school aims are:

- To provide a relevant, contemporary and personalised education.
- To ensure class sizes are small so as to aid learning.
- To develop the whole child intellectually and with confidence, bringing out their best.
- To provide an enthusiastic and enjoyable approach to learning, encouraging children to research and inquire.
- To promote discipline, both socially and academically, with an awareness of personal health and safety.

School Structure and Facilities

The school currently has around 240 pupils aged 3-18 in one form/class group per year, with approximately equal number of boys and girls and similar numbers across the Junior and Senior School. In the Junior School, the Early Years Foundation Stage is made up of the Nursery and Reception years and is currently under-subscribed; Key Stage 1 consists of J1 to J4 and Key Stage 2 being J5 and J6. In the Senior School, years groups are categorised as Forms, with these running from Form 1 to Form 5 (Year 7 to 11) and then Lower Sixth (Year 12) and Upper Sixth (Year 13).

Lessons in the Junior School run from 09:00 to 16:00 with three breaks including lunch throughout the day. In the Senior School, the day is broken into 7 teaching periods of 45 minutes each with a 30 minute break in the morning and an hour for lunch in the afternoon. The Senior School operates a two-week timetable, with the day starting at 09:00 and ending at 15:45.

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

Junior classes are on the first floor. These classrooms are bright and welcoming with direct access to our outside patio that benefits from benches and seating for outdoor learning. All classrooms are equipped with projectors. In addition there are Chromebooks for all children to use in their classrooms.

There is also a multi-purpose room equipped with an oven, dishwasher, etc and is used via a booking system for a number of activities either during the school day or as part of the extra-curricular activities programme after school.

Senior classes are on the second floor and are distributed by subject, with the third floor being used by the science departments, with separate labs for biology, chemistry and physics - all have a prep room. There is also a smaller science lab that is used for spill-out groups and smaller learning groups.

The ground floor is used by both the Junior and Senior school and comprises a small theatre space used for drama and music as well as for school productions. The gymnasium is multi-functional and is used for assemblies and indoor PE activities. The dining hall and the ICT suite are also on the ground floor as is the staff room and administrative offices for the school.

There are four recreational areas, one exclusively for EYFS, the front terrace, top patio and the sports pitch. The pitch is used for PE activities and by all students for playtime/break.

Examination Results

Although the entry to Kensington School is non-selective, the outcomes for Form 5 and Sixth Form students are excellent with many gaining places at top UK universities, most securing their first choice.

GCSE results 2017 to 2022

Year	9-8	9-7	9-6	9-4
2022	65%	80%	91%	99%
2021	54%	74%	91%	98%
2020	50%	68%	85%	100%

Year	A**/A*	A** to A	A* to B	A* to C
2019	55%	71%	88%	100%
2018	50%	68%	82%	97%
2017	39%	63%	83%	92%

A Level results 2017 to 2022

Year	A*	A* to A	A* to B	A* to C
2022	7%	30%	67%	91%
2021	35%	70%	77%	92%
2020	36%	65%	81%	88%
2019	25%	57%	81%	100%
2018	9%	55%	91%	100%
2017	14%	47%	61%	98%

Inspection Report 2022

Inspectors from the National Association of British Schools in Spain visited the school in May 2022 and the school received full authorisation for 4 years, the highest awarded by the inspectorate team. The report is very complementary and its findings conclude that the School successfully meets its aim to develop the whole child intellectually through a relevant and contemporary education.

The School was found to be fully compliant in all areas with 4 recommendations for improvement. These are:

1. Monitor the quality of teaching and learning with rigour so leaders can assure at least good standards are attained consistently across the school.
2. Extend opportunities for professional development to help the staff to work towards fulfilling the priorities set by the school and to share good practice.
3. Track students' progress systematically over time so that the school can use the information to set priorities for improvement.
4. Increase learning time for ICT and music in key stage 3, and personal social and health education in key stage 4 to ensure the curriculum is properly broad and balanced.

These are now included into the School's Development Plan, in fact a number of these were already in place prior to the inspectors visit but not yet fully embedded into the school.

In the Educational Quality Inspection, the quality of the pupils' academic and other achievements is judged to be good. All pupils develop good levels of knowledge, skills and understanding; Pupils are exceptionally positive and committed to their learning and they develop highly effective study skills. The inspectors reported that pupils' communication skills are excellent and they are extremely articulate. Pupils are highly effective in applying their well-developed linguistic and literacy skills to other areas of the curriculum. Verbally pupils delight in engagement and are proficient in communicating with both peers and adults alike. Pupils' effective communication is promoted by staff who encourage them to speak and listen to each other and adults respectfully, with clarity and thought.

The inspectors found the quality of the pupils' personal development to be excellent. Pupils display high levels of self confidence and independence from an early age. In lessons pupils are confident and always well-behaved in their attempt to achieve maximum satisfaction from their learning experience. Pupils' behaviour is exceptionally good and they are invariably courteous and sensitive. Pupils' social development is also excellent and they display outstanding respect and care for each other. Pupils demonstrate a natural acceptance of the various backgrounds they represent and the importance of personal differences that make up the rich tapestry of culture within the school.

In summary, Kensington School is shown to be a 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 available on request.

Governance

The school is governed by the Kensington School Management Committee (KSMC) who also act as Governors and represent the school owners. The Head is a KSMC member and also reports directly to it.

The KSMC essentially has overall responsibility for strategic, legal and financial matters.

Teaching, Learning and Co-Curricular

Kensington 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. The school has an exceptionally low staff turnover rate and all staff members are surveyed annually so as to help share the direction of the school. There is a full-time teacher for each class and part time classroom assistants for EYFS and across the Junior classes.

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. The Head usually conducts staff appraisals and professional development reviews over a 12 month period, and is assisted in this by the members of the School Leadership Team and senior staff members.. 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.

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. 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.

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.

Pastoral Care

Class teachers and Form tutors 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. In the Junior School, the Head of Juniors has direct responsibility for pastoral matters and there are Key Stage coordinators in the Senior School who undertake the same responsibility.

Parents

There is a well established Parent Teacher Association at the school, the K-Parents. Its role is mainly social in enabling parents to meet up and get to know each other but it also helps the school to fundraise for the pupils' chosen charity.

Job Description (Role and Responsibilities)

The School invites applications for the post of Head of Junior School to start at the school from 1st September 2023. This role is a full-time permanent position. The hours of work are 08:45 am to 5:00 pm, Monday to Friday, during term-time.

The Post

The successful applicant will be a member of the school's Senior Leadership Team and will report to the Headmaster. They are expected to follow the values and ethos of Kensington School. All candidates will be a qualified primary school teacher, with QTS..

Responsibilities

This list is not exhaustive, but in summary the Head of the Junior School will be responsible for:

Teaching staff

To advise Headmaster on staffing needs and assist in recruiting staff.

To encourage CPD via in-house INSET, NABSS or other providers.

To regularly observe lessons, assess and support teachers (including SENCO) to ensure high standards of teaching and learning in the Junior School .

To meet with Junior School teachers on an individual and regular basis.

To chair regular Junior School staff meetings.

To offer particular support to NQT's, new staff and those underperforming.

To deploy Junior School staff as required by the needs of the school , draw up the timetable and the daily cover rotas.

To attend the regular Senior School staff briefings.

To draft the termly Junior School calendars.

To proofread Junior School reports to ensure they are in accordance with our policies and standards.

To oversee the Junior School curriculum resource orders in liaison with the Lead Administrator and Headmaster.

Junior School Students

To provide opportunities for enabling the intellectual, moral, emotional and physical development of the pupils and to challenge and monitor underperformance.

To maintain procedures with regard to the regular assessment and reporting of pupil progress.

To be responsible for student discipline and welfare.

To interview, assess and make enrolment decisions on all pupils who apply to Junior School .

To meet with pupils and offer counselling on academic or social matters.

To lead regular school assemblies.

To write references for pupils.

To ensure curriculum access for those for whom English is not their first language and those with special educational needs.

To teach as required, in either Junior School or Senior School , cover classes when necessary and contribute to the duty rota.

To liaise with the Transition Coordinator regarding the Junior 6 move to Senior School and supply the data coordinator with appropriate information.

To be very visible around the Junior School – “walking the job.”

Curriculum

To devise, monitor and develop a broad and balanced curriculum which takes into account the needs of our pupils and the ever-changing British regulatory framework across the whole Junior School

To assist Headmaster in developing the extra-curricular programme and encourage pupils to take part in it. To take at least one club per week for which an additional payment is made.

To regularly review policy regarding British standardised national assessment procedures.

To help Headmaster in preparing the school for the periodic inspection visits as stipulated by the British Council .

To be responsible for the organisation of the post-exam period at Christmas and in June.

Parents and wider community

To meet parents regularly to discuss pupil progress – either formally or at the school gate.

To sit on the BISA school committee and occasionally represent Kensington School at public events such as British Chamber of Commerce.

To listen to and reflect upon community feedback.

To promote the use of the website, submit a monthly contribution and encourage regular news items.

To advise on priorities regarding capital investment projects.

The Candidate (Person Specification)

The successful candidate is likely to have a record of proven success at either Head or Deputy level and should have:

		Essential	Desirable
Qualifications	Qualified Teacher Status and relevant degree	E	
	NPQH or other professional/management qualification relevant to the post		D
	Has successfully undertaken appropriate Safeguarding training with a commitment to undertake annual training.	E	
Professional Development and Experience	Evidence of continuing professional development and its impact on school improvement.	E	
	A strong track record of delegating appropriately and effectively empowering staff		D
	Successful experience in relation to leading on change and understanding its impact.		D
Knowledge and Skills	Proven experience of staff development and its impact on the school, staff and pupils.	E	
	Experience of building leadership capacity and developing distributed leadership.	E	
	Evidence of raising standards across each stage and for all children, including SEND, disadvantaged pupils and More Able pupils	E	
	Participation in school evaluation and development planning	E	
	Ability to formulate objectives, policies and plans and monitor, evaluate and review their impact	E	
	Demonstrate success in introducing effective strategies for improvement	E	

	Understanding of the factors which create barriers to learning and ability to implement appropriate strategies for reducing inequalities and promoting inclusion	E	
	Ability to collect, analyse and use data on pupils' attainment and progress and secure best practice across the school	E	
	A clear understanding of what makes good and outstanding learning and teaching in a Primary School including Early Years.	E	
	Ability to engage children through an exciting, innovative and creative curriculum	E	
	Ability to create and develop a stimulating environment which promotes good behaviour and an eagerness to learn	E	
	Ability to collaborate with other organisations in the wider community	E	
	Ability to manage, monitor and review the use of available resources	E	
Personal Qualities	Excellent communication skills both verbal and written	E	
	Motivational and inspirational in relation to high quality education for all	E	
	Very approachable and enthusiastic to engage with the wider community	E	
	Resilient, robust and calm under pressure	E	

Terms and Conditions

A formal contract detailing terms and conditions will be drawn up on appointment. The following notes provide guidance on the likely main provisions.

General

The salary is determined as per the Kensington School pay scale, dependent on years experience at Kensington School.

Head of Junior School	
Years in post at Kensington School	September 2023
0 -3 years	53.488,23€
3-5 years	57.067,16€
Over 5 years	60.651.08€

Standard holiday allowance.

Teacher performance will be subject to regular appraisal.

Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers, the Criminal Records Bureau and/or local law enforcement agencies.

Shortlisted candidates will be asked to undertake identity and qualification checks. References will be taken up at this stage and checks made with past employers.

How to Apply

The application process is completed electronically. If you are making an application please return the following to vacancies@kensingtonschoolbcn before the end of the day on 6th April 2023

- Your cover letter (see below)
- Your completed Application Form
- Recent photograph

Applicants are asked to incorporate further details within their covering letter (maximum one side of A4) including what has motivated you to apply, and what relevant skills and experience you would bring to this role at Kensington School. The letter should be addressed to Mr D. Giles, Headmaster.

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. One referee must be your current employer. Referees will only be contacted for shortlisted candidates prior to interview.

Dates for the Selection Process

Closing date for applications:	6th April 2023
Interviews:	20th and 21st April 2023

Please be advised that if you have not heard back by the 12th April 2023, please assume that on this occasion your application has not been successful.

The School requests that all candidates invited to interview also bring with them original copies of:

- A photographic ID document e.g. current driving licence, NIE/TIE or passport;
- Qualifications;
- Where appropriate any documentation evidencing a change of name.

More Information

For more detailed information on Kensington School, please visit the website: www.kensingtonschoolbcn.com. If you would like to discuss the role in complete confidence, please contact the Headmaster via email, headmaster@kensingtonschoolbcn.com in order to arrange a suitable time for either a telephone or video call