

# ELIZABETH COLLEGE

GUERNSEY ♦ FOUNDED 1563

## PARTICULARS OF VACANCY

### ELIZABETH COLLEGE JUNIOR SCHOOL GAP YEAR STUDENT

September 2024



[www.elizabethcollege.gg](http://www.elizabethcollege.gg)  
01481 726544

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**ELIZABETH COLLEGE JUNIOR SCHOOL**  
**GAP YEAR STUDENT**  
**September 2024**

A recent school leaver is required to primarily provide support in the education of our Junior School pupils. While not essential, this role would be ideal for an individual who may wish to pursue a career working with children, and also one who has an interest in and enjoys sports.

The fixed-term role is required during term-time plus INSET for one year from 1 September 2024. The postholder will be required to travel on at least two games tours with the Head of Physical Education and with groups on activity week trips, outside of the working day.

The role is for 40 hours per week from 8.30am to 4.30pm, Monday to Friday during term-time and INSET, and will be required to attend staff meetings as agreed with the Headteacher. The hour from 3.30pm to 4.30pm will be to assist with our After School Care provision.

Information and full details of the post are included in the following document, which are attached to and form part of these Particulars:

- ✓ Job Description
- ✓ Person Specification

## **ELIZABETH COLLEGE**

Elizabeth College, founded in 1563 by Queen Elizabeth I, is a broadly selective day school. One of the earliest members of the Headmasters' and Headmistresses' Conference (HMC), the College provides a challenging, broad and stimulating academic and extracurricular programme for children between the ages of 2½ and 18.

## **ELIZABETH COLLEGE JUNIOR SCHOOL**

Elizabeth College Junior School is coeducational. The infant department at Acorn House provides a pre-school and pre-prep education for children aged 2½ through to 7 (Key Stage 1). The Junior department, at Beechwood, provides an education for children aged 7 through to 10 (Key Stage 2) and prepares boys and girls for entry to secondary education at the age of 11. ECJS Acorn House and ECJS Beechwood are co-located on a site approximately half a mile away from the Upper School.

Elizabeth College Junior School provides an excellent all-round education for children aged 4 to 11 years. Our pupils have access to the best educational opportunities within a secure and caring environment and are nurtured to develop their individual talents with appropriate stretch and challenge.

Appreciating that happy children do well at school helps us to focus on what is important, and that is the educational experience for all our Junior School pupils.

Although every pupil has different abilities, talents and levels of confidence, we ask each individual to aspire to the highest standards to which he or she is capable. Every child is a born learner, designed to absorb knowledge and skills at a fast rate. It is our role, as a school, to foster and encourage this innate curiosity and make sure that all of the children in our care reach their full potential. We are ambitious for every single one of them, encouraging a growth mindset in all pupils and ensuring that they are taught the skills and dispositions that will lead to a lifelong love of learning.

## ISI INSPECTION NOVEMBER 2021

Elizabeth College has received an outstandingly positive report from its recent inspection. Assessing the quality of College's educational provision, the Independent Schools Inspectorate (ISI) gave Elizabeth College the highest rating of "Excellent" on both the quality of the pupils' learning and achievement and the quality of the pupils' personal development.

As a member of the Headmasters and Headmistress's Conference, Elizabeth College is inspected by the Independent Schools Inspectorate (ISI). ISI inspections are validated by Ofsted, but differ in elements of the framework used, and also the grading system.

The inspection was completed by a team of 8 inspectors in November 2021 and covered the whole of Elizabeth College, including the Pre-School, Junior School and Upper School.

ISI inspections allow Elizabeth College to be compared to the best independent schools in the UK. Inspection reports include both qualitative and regulatory assessments and include appraisal of the quality of the pupils' learning and achievement, personal development, spiritual, moral, social and cultural development, welfare, health and safety and the quality of leadership and management.

The inspection report is generous in its praise of the **overall quality of the education** provided by the College and for the pupils themselves, as exemplified by the following excerpts:

- The quality of the pupils' learning and achievement is excellent.
- Pupils of all ages and abilities develop comprehensive subject knowledge, skills and understanding across all areas of learning, appropriately challenged by teaching that addresses linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative aspects of learning.
- Pupils move on to the next stage in their lives with confidence and self-assurance, wanting to live adventurously whilst approaching the concept of risk sensibly in all that they do.

The report also reflects on the College's **curricular provision, quality of teaching and excellent outcomes** which the whole College achieves from its broad intake of pupils:

- Pupils enjoy their learning, think independently and have energy and passion in their drive for success.
- Pupils respond well to a thoughtfully constructed curriculum and to teaching that demands active engagement by pupils.
- The pupils' excellent commitment to success is strongly inspired because teachers set high expectations and consistently model highly positive attitudes to learning and achievement.
- Pupils' achievements in external competitions, in gaining other intellectual distinctions, and their successes in sport and the arts are outstanding.
- Older pupils commented that, though the school encourages excellence it does not mean perfection and that they are helped to take a balanced approach to life.

**Pastoral care** and the quality of relationships throughout the school are particularly highly praised:

- The quality of the pupils' personal development is excellent.
- Pupils' strong sense of responsibility, resilience, perseverance and self-esteem is the result of a well-organised proactive pastoral system.
- Pupils can be themselves and respect one another for their individuality.
- Pupils are kind to each other and considerate to their teachers.

The College's **leadership opportunities** and role within the community are also highlighted:

- The opinions of pupils are routed through active school councils which influence the direction of the school.
- Many seek opportunities both in the school and the wider community to take on responsibilities and opportunities.

With the overriding objective of helping schools to build on their strengths and identify areas for further improvement, the report includes these recommendations:

- Ensure all pupils make equally strong progress across all areas of the school, through consistent application of marking, oral feedback and suitable challenge in all lessons.
- Strengthen junior school pupils' ability to apply information and communication (ICT) skills proficiently across the curriculum.
- Strengthen upper school pupils' ability to reflect on the philosophical and spiritual ideas to which they are exposed.

Principal of Elizabeth College, Jenny Palmer says,

"I am really pleased with the outcome of our ISI inspection and the very positive way it reflects on our students and all of the hard work that our staff do to support them. When the inspectors visited us in November their focus was on student outcomes and all we do as a school community to facilitate those outcomes, from Pre-School through to the Sixth Form. It is great to see our academic, extra-curricular and pastoral provisions recognised as excellent and it is really helpful to be provided with recommendations on what we can do to improve still further, something we have already made a start on."

*Please visit our website at [www.elizabethcollege.gg](http://www.elizabethcollege.gg) for further information about Elizabeth College. If you have any questions about the post, please do not hesitate to contact us.*

**Applications for this position must be submitted on the Elizabeth College application form on request from:**

Mrs Lauren Lihou, HR Manager E: [HR@elizabethcollege.gg](mailto:HR@elizabethcollege.gg)  
The Bursary, Elizabeth College, The Grange, St Peter Port, Guernsey, GY1 2PY

***Please do not submit supplementary information by CV or letter.  
All relevant information must be included in the application form.***

*Potential candidates who may find it difficult to or be unable to complete the application form but whose qualifications and/or experience meet the requirements of the role should contact Lauren as above.*

*Elizabeth College is committed to safeguarding and promoting the welfare of young people. The successful applicant will be required to satisfy our standard employment checks, including the completion of a DBS Enhanced Disclosure check. It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children.*

*We welcome applications regardless of age, gender, ethnicity or religion.*

The closing date for applications for this post is **noon on Monday 29 April 2024.**





## Job Description Gap Year Student

<b>Place of work:</b>	Elizabeth College Junior School
<b>Responsible to:</b>	Headteacher
<b>Purpose of Position:</b>	To contribute to the daily life of the school community and support the various activities and functions within the School.
<b>Working Arrangements:</b>	Full-time during term-time plus INSET days and some staff meetings.  Gap Year Students will be required to travel on at least two games tours with the Head of Physical Education and with groups on activity week trips.
<b>Remuneration:</b>	LSA1 1, currently equating to £17.25 per hour.

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### Principal Responsibilities

The Gap Year Student will be expected to work under the direction of the Head of PE and the Class Teachers to support learning activities and to be involved in the following areas, working at an appropriate level of responsibility:

- the management of a safe and secure learning environment for all children both inside and outside the classroom;
- the promotion of the children's learning in a way that allows for flexibility and individual response;
- the provision for children to learn through first hand experiences and play, taking account of the children's own expertise and interest;
- regular discussion and review of the planned programme;
- the provision for children with special educational needs according to the discretion of the teacher and/or the director of Studies.

### Main Duties

Main duties include (but are not limited to) to the following:

- assist with games activities;
- take responsibility for a specific group activity within and outside the class setting;
- assist the class teachers by having oversight of self maintaining activities;
- assist the class teachers with all classroom activities and those that take place in specialist rooms such as ICT suite, Science, Art & DT room etc;
- structure and monitor play activities and when necessary, taking responsibility for activities outside of the classroom;
- assist with observing, reporting and recording all children's activities, as requested and instructed by the class teachers;
- assist with playground duties as required;

- care for any children who are unwell or upset;
- accompany class outings and visits.

### **Personal, Social and Health Education; Special Educational Needs**

The Gap Year Student will need to:

- Gain a knowledge of the school's PSHE policy and relate to children in such a manner that will enhance their self-esteem;
- Gain an understanding of the school's Child Protection policy and the importance of safeguarding our pupils, undertake training and complete the on-line training as required;
- Gain a knowledge of the school's Inclusion Policy and to work within that policy under the guidance of the staff members being supported.

### **Health and Safety**

- There is a requirement to comply with the School's Health and Safety Policies and to have a working knowledge of the Staff Handbook.

The above list of duties is not exhaustive, and the post holder may be required to undertake tasks, roles and responsibilities reasonably assigned to them by the Headteacher.

Job descriptions may be reviewed and subsequently amended or modified to reflect the changing needs of the school.



<b>Person Specification: Gap Year Student</b>			
	<b>Essential</b>	<b>Desirable</b>	<b>How assessed</b>
<b>Qualifications:</b>			
A degree in any subject;		✓	Application form
First Aid qualifications;		✓	Application form
Sports Coaching qualifications.		✓	Application form
<b>Experience:</b>			
Experience of working with primary age children as appropriate to the post, including in a voluntary capacity.	✓		Application form
<b>Personal and Professional Skills and Attributes:</b>			
Ability to work as a member of a team and under the direction of the Deputy Headteachers and Class Teachers;	✓		Interview; References
Understanding of the importance of promoting equal opportunities for all pupils;	✓		Interview
Ability to use initiative within the guidelines set by the Teachers;	✓		Interview; References
Ability to motivate students to persevere with challenges;	✓		Interview; References
Ability to communicate effectively and listen with understanding with both children and adults;	✓		Interview; References
A future desire to work with children as a Teacher or Teaching Assistant;		✓	Interview
Interest or knowledge of sports;		✓	Interview
Understanding of the need for confidentiality and the ability to maintain that confidentiality;	✓		Interview
Willingness to attend INSET days, staff meetings (which can be after school hours) and be in school as detailed in the contract of employment.	✓		Interview