ALDRO



Candidate information for:

# Head of Pre-Prep and EYFS

**Starting date: 1st May 2027 (or 1st September 2027)**

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# FROM THE HEAD

Thank you for your interest in Aldro. From the moment my wife Nicky and I first walked through the front door of the school, we knew it was a special place. I am sure you will feel the same, for our visitors typically all comment on the strength of welcome and tangible sense of community they experience on their visits here.

Our school values matter enormously to us, and we work hard to ensure they colour all that we do. Anchored in the Christian teaching that has always been a distinctive of life at Aldro, our values of kindness, respect, integrity, humility and service help set the tone for our relationships with one another. We are a small-enough school to know each child well and we pride ourselves in our outstanding pastoral care and the strong sense of belonging that the children feel.

Academic rigour is key at Aldro. Together with the parents, we share a strong sense of aspiration for the academic development of our children. They progress in many cases to highly selective senior schools, often with scholarships and exhibitions reflecting their achievements along the way. Alongside a content-rich curriculum, and in tandem with an enviably broad co-curricular offering, we want our pupils to develop curiosity, creativity, critical thinking and commitment in their learning. We want them to leave confident to take risks and adapt to changing circumstance, able to get on with others of all backgrounds and well-placed to make a positive contribution in life. In the process, we want them to develop digital literacy, presentation skills, problem-solving skills and the ability to collaborate with others on highly-effective teams.

If that all sounds a bit serious, let me add this. We want an Aldro education to be great fun! Our aim is that, in the years ahead, when our children look back on their time at Aldro, they will do so with a deep sense of affection for their old school, remember that they were very happy here, and recall quite simply that they had a blast!

When meeting candidates, we are looking for those who will make a positive addition to our highly-talented and motivated team of staff as well as for those who will enrich our communal lives together. We hope you are as excited at the thought of joining us as we are to meet you. Thank you again for your interest in our special school.

Chris Carlier






# ABOUT ALDRO

Aldro is an outstanding coeducational boarding and day preparatory school located in the idyllic village setting of Shackleford near Godalming in Surrey. Founded in 1898, Aldro moved to Shackleford from Eastbourne in 1940.

The ethos of the school is grounded in our Christian foundation, and priority is given to the highest standards of pastoral care and the education of the ‘whole child’. Aldro seeks to be an inclusive school with a genuine 'family-feel', offering opportunities for all pupils to discover their talents whilst encouraging them to strive for excellence. Boarding is a great strength of Aldro, contributing to the busy and vibrant atmosphere here and teaching children the vital skills of independence and responsibility which stand them in good stead for their future schools.

The school is at an exciting time in its history. Co-education is now fully established following the introduction of girls back in 2021. The most recent ISI inspection of 2026 observed a ‘culture of kindness’ at Aldro and awarded a rare ‘significant strength’ for the breadth of co-curricular and enrichment provision.

Aldro has also announced that it will merge with Radley Schools Group in February 2027, heralding an exciting period of growth and investment in the School, beginning with the development of a new Nursery and Pre-Prep, for which the School has recently received DfE approval. Joining Radley Schools Group, the UK’s largest group of prep schools, will also bring significant benefits for Aldro staff, including enhanced opportunities for collaboration, collegiality and professional development across the Group.

There are currently about 200 pupils at Aldro aged 7-13; approximately 60 of them board, full-time, weekly or part-time. The school has a flourishing Senior School (Years 7 and 8) and successfully retains the vast majority of pupils to Year 8 for 13+ transition to senior schools. Aldro enjoys an outstanding record of academic excellence and averages about 15 scholarships and exhibitions per year, including to highly selective senior schools. Popular senior schools for Aldro pupils include Benenden, Bradfield, Canford, Charterhouse, Cranleigh, Eton, Guildford High School, Harrow, King Edward’s Witley, Lancing, Lord Wandsworth, Marlborough, Oundle, Radley, RGS Guildford, Sevenoaks, Sherborne, St Swithun’s, Tonbridge, Uppingham, Wellington, Winchester and Wycombe Abbey.

Lessons are taught Monday to Friday, and children typically compete in matches against other schools on a Saturday morning. Boarders enjoy a rich programme of activities each weekend. The school has a weekend leave at least every third weekend and benefits from generous holidays. All staff are expected to make an active contribution to the wider life of the school.

# VISION, VALUES, AIMS

## OUR VISION

To provide an outstanding and broad education for all pupils that will instil in them a life-long love of learning and make them positive contributors to society.

## OUR VALUES

- ✓Kindness
- ✓Respect
- ✓Integrity
- ✓Humility
- ✓Service

## OUR AIMS

1. To provide outstanding pastoral care within a nurturing family environment, underpinned by Christian values and teaching.
2. To prepare pupils for the next stage; for transition to their Senior Schools of choice and for adult life beyond.
3. To encourage curiosity, critical thinking and independence of thought through an innovative learning experience and inspirational teaching.
4. To develop strength of character through a broad, stimulating curricular and co-curricular offering.
5. To create a vibrant boarding environment that promotes independence and responsibility.
6. To establish long-term financial management through attracting and retaining sustainable numbers of pupils.
7. To share our resources with, and make a positive contribution to, the wider community.
8. To be happy, have fun and make lasting memories




‘The school’s remarkably broad, inclusive and carefully tailored extra-curricular and enrichment programme, and the positive impact on pupils’ experiences, is a significant strength of the school.’
ISI Inspection Report 2026



# THE ROLE

We are seeking to appoint a dedicated, experienced, and nurturing Head of Pre-prep and EYFS to join our Senior Leadership Team for the Summer term 2027 (or September 2027, to be agreed with the successful candidate). This is an exciting and one-time opportunity to play a key role in the launch of our new Pre-Prep and Early Years Foundation Stage provision.

In September 2027, we will welcome our first cohort of Pre-Prep pupils from Reception to Year 2. The School then plans to expand the provision to include a pre-school Nursery for children aged 3–4, creating a seamless pathway from Nursery through to Year 2.

# JOB DESCRIPTION

## LEADERSHIP

- Lead and mentor Pre-Prep and EYFS staff.
- Encourage staff to engage with ongoing professional development.
- Keep up-to-date with changes in educational theory and subject requirements, in particular with regard to the National Curriculum and EYFS regulations and best practice within EYFS settings, sharing this with colleagues through Inset, staff meetings, mentoring and the promotion of new initiatives that raise standards.
- Oversee staff development, appraisals and EYFS Supervision meetings within the Pre-prep.
- Monitor the implementation of policies and procedures across the EYFS and Pre-prep
- Carry out supervisory duties as reasonably required.
- Chair regular Pre-prep staff meetings.
- Assist in the selection and recruitment of high calibre teaching and support staff; work with the SLT to deploy, develop and retain staff.
- Assist in the induction of new teaching staff.
- Support staff where necessary with meetings within school, and with outside agencies and parents.
- Oversee the Pre-Prep reports to parents for accuracy and quality.
- Build and nurture positive relationships with parents.

- Support the delivery of key school events such as Parents' Evenings, Open Mornings, information evenings, parent workshops, Board Meetings.
- Assist with the admission of children into the Nursery and Pre-Prep in conjunction with the Head of Admissions.
- Form and develop close relationships with feeder nurseries.
- Develop opportunities to raise the profile and enhance the reputation of the Pre-Prep Department.
- Work with the Bursar to prepare and manage annual budgets for the Pre-Prep.
- Support partnership work with the local community, local schools, as well as with other schools in the RSG, and other independent schools.

## Teaching and Learning

- To be an inspiring teacher
- Maintain an effective, high-quality education across Pre-Prep and Nursery in a safe, friendly, nurturing environment.
- Teach a class (Reception, Year 1 or Year 2) on a 0.6 timetable.
- Support the ethos and values of the School, maintaining high expectations and standards in children's behaviour and learning.
- Work with the Headmaster and the Assistant Head (Curriculum) to oversee the Pre-Prep timetable, curriculum, schemes of work, policy documents and development plans.
- Work with the Headmaster and Director of Teaching and Learning to implement a lesson observation cycle that provides support, feedback and quality assurance.
- Develop and implement a work scrutiny cycle, assisting the Assistant Head (Curriculum) and Heads of Departments to analyse children's work and ensure consistency and progression between year groups.
- To plan and prepare lessons in line with the Curriculum Policy, departmental handbook and schemes of work.
- To provide clear structure for lessons, maintaining pace, motivation and challenge.
- To set tasks which challenge pupils and ensure high levels of interest.






## Teaching and Learning (continued)

- To teach each child according to their educational needs.
- To adapt teaching to meet the needs of all pupils and especially those with identified needs e.g. MAGT, LS, EAL.
- To maintain an orderly classroom environment with a good level of discipline; to encourage politeness, punctuality and good manners at all times.
- To provide a rich, welcoming and cheerful environment by displaying pupils' work in a stimulating and interesting way in the classroom.
- To be self-reflective and to evaluate critically one's own teaching to improve effectiveness.
- Develop and implement a planning scrutiny cycle to analyse the quality of planning and ensure consistency across the year groups, and ensuring a seamless transition into Year 3.
- Oversee pupil assessment and tracking data across the Pre-Prep, ensuring robust analysis and the provision of clear, insightful reports to the Senior Leadership Team, RSG Local Advisory Board and the RSG Prep Schools Committee.
- Oversee the SEN provision in the Pre-Prep, working in close collaboration with the Head of Learning Support to ensure alignment with the Prep School's provision, and to ensure that pupils requiring additional support are effectively identified, monitored, and tracked.
- Support the Headmaster in the preparation of reports for the Local Advisory Board and Prep Schools Committee, providing clear and comprehensive insights into teaching, learning, and assessment in the Pre-prep.
- Oversee the provision of curriculum information provided to Pre-Prep parents, ensuring parity across year groups.

*"At Aldro our son has flourished*
*and has been cared for brilliantly in every way.*
*He has been taught excellently.*
*The standards at Aldro are second to none."*



## SAFEGUARDING

- To act as a Deputy Designated Safeguarding Lead with responsibility for the Pre-Prep and EYFS, working closely with the School's Designated Safeguarding Lead.
- Be a key member of the Safeguarding Team and attend safeguarding team meetings.
- To promote and safeguard the welfare of all pupils.
- To promote, insist on and help instil the school's core values
- To protect children from harm and to prevent impairment of their health and development.
- Be aware of, and comply with, all the school's policies, and especially the Safeguarding, Whistleblowing, Behaviour, Anti-bullying, Health and Safety, Staff Code of Conduct and Pupil Equality and Diversity policies.
- To establish a positive, supportive and secure culture which promotes in all pupils a sense of being valued, listened to and respected.

## PASTORAL

- Ensure pupils understand the School's values and what is expected of them.
- Support positive behaviour and encourage a nurturing and positive environment in the Pre-Prep, working closely with the Assistant Head Pastoral where more significant or recurring concerns arise.
- Lead Pre-prep assemblies promoting the School's values, a sense of community and celebrating success.
- Lead, or facilitate, pre-prep Chapel services (or equivalent) in line with the school's Christian foundation.
- Oversee and ensure excellent before and after-school care and co-curricular activity clubs.
- Maintain positive and clear communication with parents via newsletters, Parents' Evenings, social media, the website and other informal opportunities.
- Use CPOMS and the school's MIS (ISAMS) to track the behaviour and achievements of pupils.
- Work with the pastoral team to develop, implement and review appropriate support plans for high-priority pupils.

## REPORTING AND FEEDBACK

- Make good use of assessment to review learning and to adapt to the needs of pupils.
- Keep appropriate and efficient records of pupil progress and use to inform intervention.
- Produce, mark and record assessments in line with the School's schedule of assessment.
- Liaise with Learning Support where a child is thought to have a specific learning need.
- Prepare honest and supportive reports and grades according to the school's reporting schedule.
- Prepare for, and attend, parent meetings and other such events organised from time to time to promote good relationships between the School and parents.

## PROFESSIONAL DEVELOPMENT

- To attend, participate and contribute positively to weekly staff meetings.
- To attend and engage with regular INSET organised for staff.
- To participate in the school's appraisal system for staff.
- To demonstrate a concern for ongoing professional development.
- To contribute actively to in-school training opportunities, peer-observations and other initiatives that promote best practice in teaching and learning.

## GENERAL

- To work with Admissions and Marketing to promote the school to prospective parents.
- To attend Open Days and other events organised to promote the school.
- To contribute to the rota of staff duties.
- To attend meetings (Departmental, staff, parent meetings etc).

*"Aldro has let us concentrate on being parents knowing that the education and the experience at Aldro is first rate."*

Parents of a Year 8 Leaver



'Pupils benefit from a safe, caring and inclusive environment in which they are valued and flourish academically, socially and emotionally.'

ISI Inspection Report 2026



# PERSON SPECIFICATION

## QUALIFICATIONS AND EXPERIENCE

- Bachelor's degree or equivalent; excellent academic credentials.
- Degree/Postgraduate Degree with QTS (BA, BSc, BEd, PGCE) or Early Years Teaching Qualification (EYPS, EYTS).
- Significant experience of teaching Reception and/or KS1 and to be an outstanding classroom practitioner.
- Demonstrable experience of leading staff and improving educational provision.
- Desirable: Paediatric First Aid, Administration of Medication, L2 Food Hygiene, L3 Safeguarding.

## PROFESSIONAL SKILLS

- An inspirational, committed and highly-effective educator dedicated to achieving the best outcomes for each child.
- An ability to work with others on high-performing teams; able to show initiative and imagination, to have vision and the ability to inspire others.
- Excellent written and oral communication; able to communicate with a range of audiences.
- Confident to speak publicly, including to parents, staff and governors.
- Well-organised, with good time-management skills.
- The initiative to work on their own, and the ability to work as part of a team.
- Able to think strategically and to see the bigger picture.
- Appreciate a whole-school perspective.
- Able to prioritise and manage a busy workload.
- Able to provide EYFS training for all staff.
- Having a good understanding of the requirements of pupils with EAL and SEN.
- Possessing the ability to draw out the best in others through encouragement, coaching and mentoring, and by setting high standards.
- Strong ICT skills.
- Effectively fulfil the expectations of the Teachers' Standards.

## PROFESSIONAL EXPERIENCE
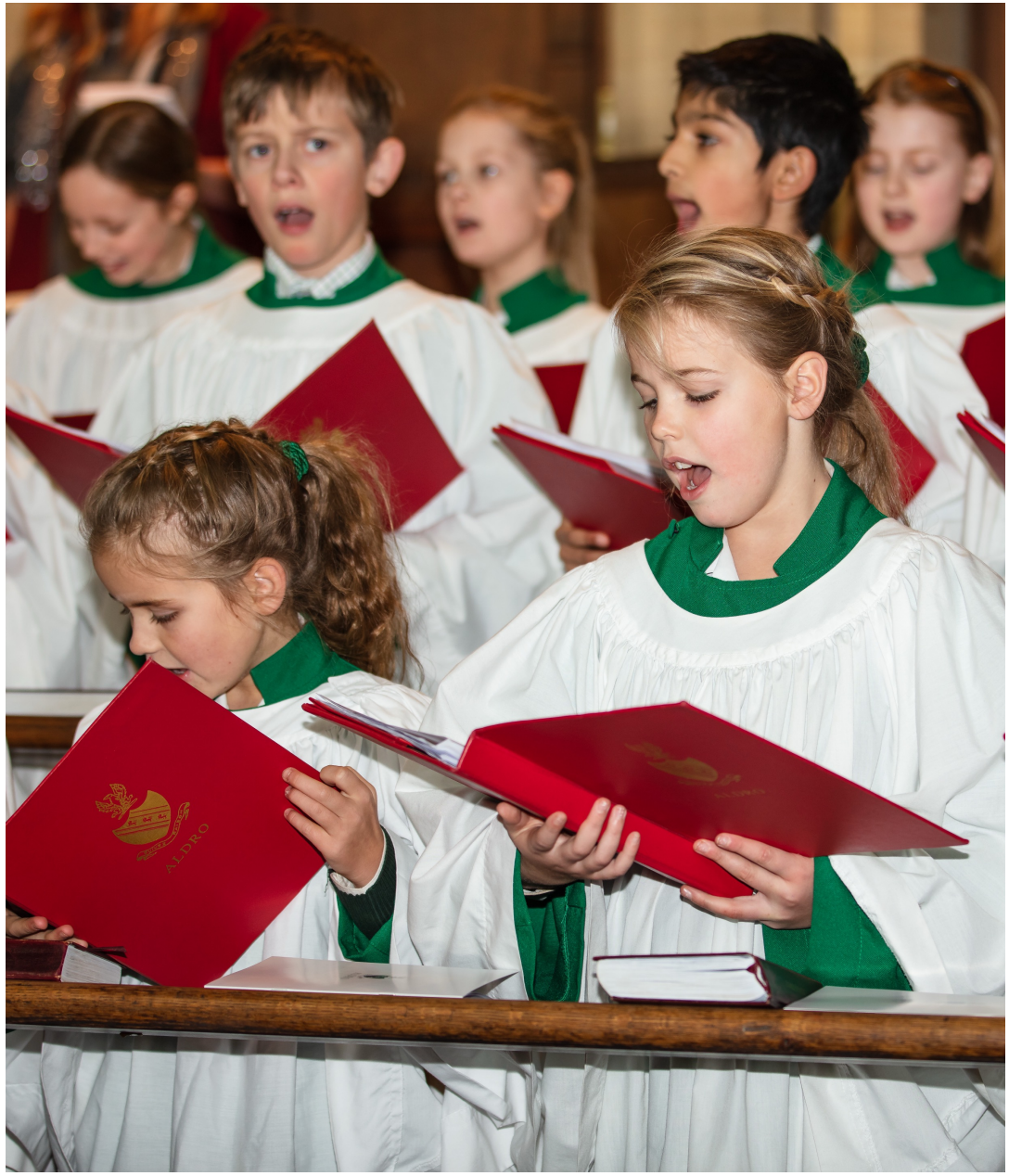
- A track record as an effective and successful teacher with a commitment to the highest professional standards in teaching and learning.
- Experience of leading and managing a team as well as introducing new initiatives.
- A sound knowledge of the Statutory Framework for Early Years Foundation Stage, including the regulatory Safeguarding and Welfare requirements
- A strong understanding of child development
- An understanding of observation and assessment to track progress and inform next steps
- An understanding of digitalized, adaptive testing and an ability to analyse standardised data to review and track children's progress.
- Desirable:
    - Experience of working in KS1 and teaching Pre-School children
    - Previous experience of leadership in an EYFS or KS1 setting
    - Experience of delivering outdoor learning programmes to support the Prime and Specific Areas of learning
    - A good working knowledge of the ISI Framework and the ISSR

## PERSONAL ATTRIBUTES

- Excellent inter-personal skills, empathetic, caring, kind and compassionate
- A deep sense of compassion for young people and a sensitivity to their needs
- A natural and confident leadership style, able to inspire confidence amongst pupils, staff and parents
- Reliability, integrity, loyalty
- Positivity, energy and enthusiasm
- A sense of humility and a desire to serve others
- A willingness to go the extra-mile
- Excellent record of health, punctuality and attendance
- A sense of humour

## SCHOOL ETHOS, VALUES AND AIMS

- Fully supportive of the ethos and aims of the school
- Sympathetic to the Christian teaching that underpins the school's values and character
- Commitment to the safeguarding and protection of children
- A commitment to promoting equality, diversity and inclusion
- Promotion of Health and Safety in line with the school's policy
- Enthusiasm for, and willingness to contribute to, the wider co-curricular life of a busy day and boarding school






# HOW TO APPLY

## DEADLINE: Monday 16th November, 9.00am

The school is engaging the services of Knight Education to assist in the recruitment process. Where potential candidates have particular questions, they should contact Duncan Eaglesham (Duncan@knighteducation.org) in the first instance.

Interested candidates should complete a copy of the **Aldro Application Form** available on the '**Vacancies**' section of the Aldro website and, together with a letter of application addressed to the Headmaster, send this to HR@aldro.org CVs are not required. Early applications are encouraged and will be processed on receipt. The School reserves the right to appoint before the deadline.

The school is an equal opportunities employer and complies with its duties under the Equality Act 2010. Aldro is committed to safeguarding and promoting the welfare of the children and young people here, and all staff are expected to share this commitment. As part of the recruitment process, applicants should expect scrutiny of their online profile. All staff are expected to adhere to, and ensure compliance with, the school's Child Protection and Safeguarding Policy at all times. If, in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, they must report any concerns to the school's Designated Safeguarding Lead.

In line with the Child Protection and Safeguarding Policy, the successful candidate will be subject to checks by the Disclosure and Barring Service. As part of this process, Aldro additionally carries out its own online and social media checks. Applicants' references are typically sought before interview, unless the applicant specifically requests otherwise.

The post is exempt from the Rehabilitation of Offenders Act 1974 and Aldro is therefore permitted to ask job applicants to declare all convictions and cautions (including those which are 'spent' unless they are 'protected' under the DBS filtering rules) in order to assess their suitability to work with children.

Aldro recognises the benefits of a diverse workforce and is committed to equality of opportunity for staff, volunteers and applicants. Building upon legislative requirements, Aldro seeks to ensure proper access of opportunity in matters relating to recruitment and selection, support for staff development and promotion. All HR policies are underpinned by this commitment to inclusivity and discriminatory behaviour by staff, pupils, contractors and external contactors will be taken very seriously, fully investigated and appropriate action taken where necessary.



# ALDRO

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‘As a result of the very high quality extra-curricular opportunities and enrichment programme, pupils develop high levels of confidence, independence, participation and achievement across a wide range of academic, sporting and creative pursuits.’

ISI Inspection Report 2026