



Pembroke House School English Teacher

About Pembroke House

Pembroke House is a traditional, full-boarding, coeducational IAPS school of roughly 240 pupils aged 6 months to 13 years, set in the Rift Valley, Kenya. The school has a reputation for providing an outstanding all-round education with a quality of pastoral care that is second to none. Whilst known traditionally for its sporting achievements, academic standards at Pembroke House are high and all pupils are prepared for 13+ Common Entrance or scholarship examinations. The majority of children move on to schools in the UK and in recent years an impressive number of awards have been won – including academic, sport, art, drama and all-round scholarships.

We are seeking applicants with a passion for teaching, mixed with drive, energy and a delight to see children achieve their very best. A willingness to contribute to the bustling extra-curricular life of a busy boarding school is vital, as is a readiness to coach within the mix of sports in which Pembroke boys and girls are so successful.

The Role



An exciting opportunity has arisen for a dynamic and passionate teacher to join Pembroke House School as an English Teacher. We are looking for a creative teacher who is highly motivated and is able to enthuse, engage and inspire children through their teaching. The successful candidate will work towards and support the School vision to deliver a unique learning experience to every child, every day.

Successful applicants will teach children throughout Years 5 - 8 as well as preparing pupils for Common Entrance and scholarship examinations at 13+.

A willingness to contribute to the sporting, extra curricular and boarding life of the school is essential. In addition, the ability to teach a second academic subject would be a distinct advantage. This is a full-time teaching post and as such you are accountable to the Head, who should be kept informed of all progress and affairs at school.



Potential applicants should request a job description, application form and supporting documentation by email from recruitment@pembrokehouse.sc.ke, whence any further information regarding the post may also be obtained.

The application form is also available on the Pembroke House website.

Responsibilities & Duties

- To teach children in the Senior and Middle parts of the school (Years 5 - 8).
- All teachers at Pembroke House teach a total of around 28 lessons per week. Games sessions are not included in this.
- You are responsible for the successful teaching practices of your class and essentially the overall progress of the students in your subject.
- You are responsible for the sensible and appropriate setting of exams at the end of each term and for half term assessments.
- You should be aware of those children who need learning support and every effort should be made to accommodate the needs of these children. All children who have been identified as needing learning support should have an up to date IEP.
- Sometimes children miss lessons for one reason or another. It is a member of staff's responsibility to help the children in question to 'catch up' either through photocopies or 'catch up' work. In both cases staff must make sure that pupils understand the work that has been missed.
- You are responsible for the constructive and positive reporting on the children you teach over the year.

- You will report to your Head of Department, attend required meetings and ensure you are meeting the requirements set out within the subject.

As a member of staff at Pembroke House you should be mindful of good teaching practice at all times. All members of staff are encouraged to share their ideas and you are welcome to observe and participate in lessons taught by other staff at school. The 'Professional Expectations' document helps identify the areas of expertise that as a school we most appreciate and seek to foster.

Personal Attributes and Skills Sought



We are looking for a well-qualified, dynamic, innovative and forward-thinking teacher. The successful candidate must be an outstanding classroom practitioner and able to teach to Common Entrance and to scholarship level. This may be their first senior position, or they may be an experienced teacher. We would be interested in applicants from both prep and senior schools and from both the maintained and independent sectors. The chosen candidate will be someone who really enjoys teaching and who is looking for an opportunity to take on new challenges as well as developing existing skills. Previous experience of preparing pupils for Common Entrance and scholarship exams in Year 8 is desirable, but not essential for the right candidate. Applicants should have high expectations of pupil achievement and behaviour along with excellent organisational and time-management skills.

The successful candidate will be an excellent role model for pupils, and will set high standards of smartness, manners and general demeanour. Candidates for this post are likely to have:

- a recognized university degree in their teaching subject, and a recognised teaching qualification such as a PGCE with QTS and TSC certificate

- a forward-thinking and innovative mind-set
- energy and dynamism
- experience of and empathy for life in a boarding school



The Syllabus & Curriculum Overview

- There is a Common Entrance Syllabus for the 13+ ISEB exams which is the final determining factor upon the overall school curriculum which runs from Year 1 to Year 8.
- The overall school curriculum documented with the curriculum overviews by year group and by subject is determined by Heads of Department in the various subjects. The curriculum addresses those needs determined by Common Entrance and scholarship at 13+ but it is also defined by a desire to build the necessary foundations to prepare pupils for the demands of each subject in later years
- Heads of Department in liaison with the other members of their department should revise their curriculum each year with the necessary parameters in mind. Once revised the curriculum should be given to the Director of Studies.
- In addition, the curriculum overview should be a working document and involved in the medium term planning of the members of each department



Resources and Equipment

- As a subject specialist you are responsible for the resources in your class. You should endeavour to ensure their safe keeping and you should use the resources as and when necessary.
- Such resources need to be updated and renewed and as a specialist teacher you should help the Director of Studies with ideas to further improve your class and subject.



Boarding

- All teachers at Pembroke House support the full boarding ethos of the school. Extra time spent with the children on all levels is appreciated and serves to improve an individual teacher's overall experience at Pembroke House.



Computers

- The school currently has 50 Learn Pads and 40 Chrome Books within the junior school, that support a wide range of curriculum resources including Apps, websites, documents and other types of digital content. Each child in years 5-8 have their own Chrome Book allocated to them. These can and should be used as part of a multi- sensory approach to teaching and learning. There is also a STEAM centre containing 18 PCs.



- The use of ICT adds a certain excitement to academic work and as such computers are a useful tool to motivate and engage children of all ages. That said, it is most important that work is still printed, reviewed with pride and looked after for revision purposes as a hard copy trimmed and stuck into an exercise book.



Safeguarding

Pembroke House is totally committed to safeguarding the welfare of children and young people and expects the same from its employees. Every member of staff has a responsibility to promote and safeguard the welfare of the children and young people for whom they are responsible and to ensure compliance with the school's Safeguarding Policy at all times. If in the course of carrying out their duties a member of staff becomes aware of any actual or potential risks to the safety or welfare of a child at school they must report any concerns straight away to the school's Designated Safeguarding Lead. All new staff will be subject to enhanced DBS clearance, identity checks, qualification checks and employment checks to include an exploration of any gaps within employment, two satisfactory references (to include current employer) and police clearance checks from all countries in which previously employed.



Footnotes

All members of staff at Pembroke House are expected to 'lead by example' as well as by their skills of organisation, planning and motivation. The 'Pembroke House Expectations' document describes the manner in which the school hopes all teachers will conduct themselves during their time at Pembroke House. The Staff handbook describes in more detail the organisation of the school from the teacher's point of view. In all cases ignorance of protocol is not an excuse and all staff are expected to make themselves familiar with the way in which the school operates and the manner in which it likes to handle issues with children, parents, staff and the wider community as a whole.



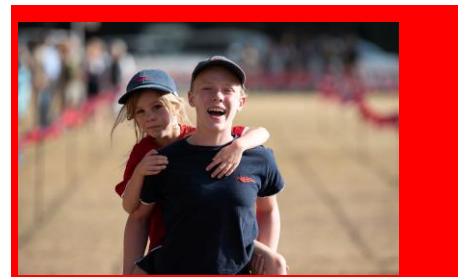
Flexibility

- Prep school teachers are by their very nature flexible so you may well find yourself teaching another subject or covering lessons in addition to your own chosen subject in order to make up your lesson allocation. This is clearly not ideal and we will of course do all we can to avoid such a situation but the best-laid plans do change from time to time.



Sport

- Sport is taken seriously at Pembroke House and the majority of staff take games. At all times we hope to allow staff to use their strengths and help with activities and interests they themselves enjoy.





Accommodation & 'Keep'

- Teachers at Pembroke House are provided with fully furnished accommodation (this is a taxable benefit) or a housing allowance, depending on what is available.
- During term time all meals are supplied (again this is a taxable benefit).



The School Ethos

- All members of staff are expected actively to seek to encourage all children to participate and 'do their best' in as many disciplines as possible.
- As a School we do all we can to aim for the highest standards possible with regards to each child's education and development. At the same time we strive to be fair to 'all' – children, staff and parents. Not only must children be tutored and explanations delivered of decisions made but there must be the same consideration of our parents and their need to know. Thus members of staff are encouraged to email and telephone parents and communicate as regularly and openly as time allows.

Throughout the course of each day all members of staff should make it their business actively to encourage good manners, respect and tolerance, at all times and they should endeavour to teach children how to be humble when they excel and gracious when receiving constructive criticism and advice.

DBM

8th of December 2025

