



FARRINGTONS
SCHOOL



ASSISTANT MINIBUS
ADMINISTRATOR/RELIEF MINIBUS
DRIVER
CANDIDATE BRIEFING PACK



Welcome from the Head

Farringtons is a truly remarkable school with both a rich history and an excellent grasp on the various demands of modern day teaching. Our dedicated and inspirational teachers are wholly committed to helping every pupil achieve their full academic potential, encouraging them to be independent, curious and creative. The school's enhanced National Curriculum provides a great deal of breadth and it is a fantastic reflection on our pupils that the extra freedom they are given to undertake specialist subjects yields such commendable results year on year.

Equally, however, we believe strongly that learning should not be limited to the classroom nor measured solely by performance in exams. We place great emphasis on providing opportunities for pupils to pursue a wide range of co-curricular interests, on developing the art of leadership, teamwork and those all-important soft skills. This is seen not only in sport but also in Music, Drama and the Arts as well as through our vibrant activities programme.

Underpinned by the school's strong Christian ethos, we also take great pride in the quality of our pastoral care and the excellent relationships which exist between staff and pupils. Being a co-educational school, with both day pupils and boarders who choose to come to us from all over the world, we are blessed with a very diverse and cosmopolitan community, something we consider to be a real strength.

Besides the beautiful buildings, outstanding facilities and expansive school grounds, which are an amazing asset given our proximity to central London, what invariably strikes visitors to Farringtons is the friendliness of everyone they meet and the sense of family. I hope that this Briefing Pack, as well as our website, gives you a flavour of what a special place this is and I very much look forward to receiving your application.

David Jackson
Head





ESTATES DEPARTMENT

The Estates Department is part of the wider Bursary team and managed by the Estates Manager. The Estates department consists of the following staff:

- An Estates Manager
- Residential Site Manager
- Deputy Site Manager
- Four Maintenance Operatives
- Head of Grounds
- Grounds and Maintenance Operative
- Grounds Apprentice
- Evening Cleaning Team
- Day time Cleaning Team
- Minibus Administrator
- Minibus Driving Team

Our Minibus team consists of full time (term time only), part time and relief drivers. In term time the Mini Bus Drivers will be collecting pupils from their home and bringing them into school, and collecting them from school and dropping them off home again.

The Minibus team also drive for our Floreat programme and take children and their teachers to various activities such as skiing and rock climbing.

Minibuses are sometimes used in the day to take the pupils to educational visits linked to the curriculum such as theatre visits.

Our part time and relief drivers are also expected to cover planned absences and sickness, as well as the occasional airport run.

The Estates team, work closely and collaboratively on a rota basis to cover the needs of a thriving and busy day and boarding school environment, ensuring the school is maintained to a high standard.

The Minibus team are very friendly with a strong work ethic and a 'can do' approach. Excellent communication skills is key to cohesive team work.



THE ROLE

Thank you for your interest in working at Farringtons School.

Farringtons School comprises of mostly day pupils, with a thriving boarding community.

We are looking to recruit a committed, reliable and experienced driver to join our friendly, dedicated minibus team to provide a reliable pick up and collection service for our pupils. You would also be required to shadow the current administrator to learn about the day-to-day organisation of the minibus service with a view to taking over the role in the future.

This is a term time only position (36 weeks per year) and would require you to have strong organisational and administrative skills. In this dual role you would need sound communication and interpersonal skills, working with pupils, staff, parents and external agencies.

As a relief driver you would be required to work adhoc shifts when needed, covering planned absence and staff sickness, at short notice. This could be covering morning or afternoon shifts, or both.

There may be scope to cover airport runs and drive for our extra-curricular activities delivered through our Floreat programme.

To shadow the minibus administrator you would be required to work some adhoc shifts whilst learning about the day-to-day organisation of the minibus service.

The shifts to be covered are;

Morning shift: 6.30am - 8.30am and/or Evening shift: 3.30pm - 5.30pm

The successful candidate will have:

D1 on their Driving Licence, have excellent communication skills and a friendly pleasant nature.

We can offer you:

Supportive team of colleagues

Excellent continuing professional development

Training will be provided, including taking the Kent Minibus test





JOB DESCRIPTION

Job Title: Assistant Minibus Administrator/Relief Driver

Department: Estates Management

Reports to: Estates Manager/ Minibus Administrator

Hours of Work: Morning - 6.30am - 8.30am

Afternoon - 3.30pm - 5.30pm

Relief driver covers adhoc shifts and hours as needed

Core purpose of the Assistant Administrator role:

The Assistant Administrator plays a crucial role in the effective day-to-day management of the organisation's minibus service. This includes ensuring the safe, efficient, and compliant operation of the fleet, managing servicing and inspections, coordinating routes and cover, maintaining relationships with parents and schools, and handling administrative aspects such as leasing contracts and driver training.

Key Responsibilities:

Parent and Passenger Liaison

- Act as the main point of contact for parents/guardians regarding transport inquiries, complaints, or concerns.
- Maintain up-to-date passenger lists and emergency contact information.
- Communicate route changes, delays, or incidents in a timely and professional manner.

Minibus Fleet Management

- Schedule regular maintenance, servicing, and MOTs to ensure vehicle safety and compliance
- Keep accurate service and inspection records.
- Conduct regular vehicle audits.

Route Planning and Cover

- Develop and maintain efficient minibus routes in consultation with parents.
- Coordinate cover in the event of staff absence, breakdowns, or changes in pupil transport needs.

Driver Management and Training

- Assist with recruitment.
- Organize regular driver training, safeguarding, first aid, and vehicle-specific instruction.

Leasing and Contract Administration

- Manage leasing contracts for minibuses including renewals, returns, and negotiating new terms.
- Liaise with leasing companies regarding insurance, breakdown cover, and replacement vehicles.
- Track lease durations, mileage limits, and associated costs.

Compliance and Record-Keeping

- Ensure compliance with all relevant transport legislation (e.g., Section 19 permits).
- Maintain accurate records for inspections, licenses, insurance, training, and incidents.
- Assist with audits, risk assessments, and policy development.

Budgeting and Cost Control

- Monitor running costs including fuel, repairs, insurance, and leasing expenses.
- Identify cost-saving opportunities without compromising safety or quality of service.
- Provide reports on transport usage and costs to management when required.

Core purpose of the Relief Minibus Driver role:

To provide the school with an efficient and reliable minibus service

Responsibilities:

- Collecting and dropping off pupils safely on school runs and occasional school visits off site
- To be available for cover in planned and unplanned absence, sometimes at short notice
- Responsible for promoting and safeguarding the welfare of children and young people within the school

General duties of post:

- Start of school day – Collect the mini-bus from the School grounds at an appropriate time in order to collect children from designated areas so that they arrive at school in time for 8.25am
- End of school day – Leave the school at around 4.00pm and deliver children to the designated areas. Return the min-bus to the school grounds
- Ensure that the children take the necessary safety precautions before and during the journey, i.e. wear safety belts and behave in an appropriate manner
- Record and manage absence – A school mobile phone will be provided and the telephone number given to the children on the minibus so that they can contact you to report their absence
- To drive the minibus by arrangement, according to the needs of the school, e.g. ferry boarding students to and from the airport at the start and end of each term

Generic Responsibilities for All Farringtons Staff

- To actively promote the aims and ethos of Farringtons
- To attend Open Morning – once a year normally the first Saturday in October
- To work within the Farringtons framework with regard to Health and Safety
- To be committed to child safety and undergo child protection screening (DBS check) and training
- To promote equal opportunities at Farringtons
- To support Farringtons commitment to the continued professional development of all staff
- All staff are expected to be willing to contribute to the Farringtons School co-curricular Floreat Program
- To undertake any additional duties as may reasonably be requested by the Head or members of SMT.

Safeguarding

- To promote and maintain the standards of the school's commitment to safeguarding children
- In line with the school's safeguarding policy, record pertinent information/pupil disclosures and liaise with the Designated Safeguarding Lead where necessary
- The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
- The school follows safer recruitment checks which includes obtaining references, right to work checks and as this role will involve direct contact with children, all staff are required to undertake an enhanced DBS check through the Disclosure and Barring Service.

Prevent Duty

- To promote and maintain the standards of the school's commitment to ensure all staff understand the risks of radicalisation within our school and how this risk may change from time to time.
- To ensure that staff are aware of the Prevent Strategy and are able to protect children and young people who are vulnerable or may be at risk of being radicalised.
- The school is committed to placing a strong emphasis on the common values that all communities share such as self-respect, understanding, tolerance and the sanctity of life. Pupils are taught to respect and value diversity as well as understanding how to make safe, well-considered decisions.

Health and Safety

- All employees have a legal duty to ensure the safety of themselves and all the pupils and staff within the school as detailed in the Health and Safety at Work Act 1974.

Data Protection / GDPR

- All employees should familiarise themselves with and follow the Data Protection and GDPR guidelines and practices.

Code of Conduct

- All Employees are expected to demonstrate consistently high standards of personal and professional conduct.
- All Employees must maintain high standards of the aims and ethos of the School both within and outside school, by:
 - treating pupils, staff and parents with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to the employee's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
 - having proper and professional regard for the ethos, policies and practices of the school in which they work, and maintain high standards in their own attendance and punctuality.

This job description will be reviewed on an annual basis and following consultation with you may be changed to reflect the changes in the job requirements and reflect the true nature of the role which are commensurate with your job title.

THE PERSON

Essential:

- To have a valid Driving Licence, with D1
- Strong administrative and organisational skills
- Excellent communication and interpersonal skills for all stakeholders
- The ability to work without supervision, or as part of a team
- Form good relationship with other colleagues
- Understanding of how health and safety regulations apply to the school
- Adaptability and a flexible approach to job role and responsibilities
- Ability to maintain confidentiality over matters relating to the school, pupils, staff or parents

Desirable

- Knowledge of transport regulations and vehicle compliance.
- Experience in a school or passenger transport setting is an advantage.
- A knowledge of working in a school environment
- Previous driving experience preferably

HOW TO APPLY

Please send in your completed application form, and supporting statement to:
recruitment@farringtons.kent.sch.uk

The closing date for applications: Sunday 15 June 2025

Interviews: Date to be advised

Early applications are recommended as we reserve the right to appoint before the closing date.

Further information can be obtained by looking at the school website: www.farringtons.org.uk

Farringtons School is committed to safeguarding and promoting the welfare of children and we will check the suitability of staff to work with children.

The school follows safer recruitment checks which includes obtaining references, right to work checks and as this role will involve direct contact with children, all staff are required to undertake an enhanced DBS check through the Disclosure and Barring Service.



BACKGROUND

Farringtons School is a leading, co-educational, independent day and boarding school in Chislehurst, Kent, for pupils aged between 3 and 18 years.

Founded in 1911, the School has a rich history and thrives today providing a balanced academic, sporting, musical and social curriculum that enables each pupil to fulfil their potential. This is delivered by a team of passionate teachers, who support pupils to achieve their best academically and in whatever they put their minds to.

The School's site and warm, nurturing Christian environment encourages all pupils to pursue activities and develop new skills. Farringtons offers an eclectic range of sports and activities which are made possible through a range of first-class facilities. The sports hall, swimming pool and 25 acres of school grounds provide superb facilities for many sports whilst the teaching and learning facilities, including the recently completed science and maths building, and the music Mac suite, provide excellent learning spaces and support a broad and balanced curriculum.

Aims, Values & Objectives

Farringtons Aim

To be recognised as one of the leading independent, co-educational day and boarding schools in Kent, providing education for children aged 3-18. To be the first choice school in the local area.

Farringtons Values

The School motto, Posside Sapientiam, (Growing in Wisdom) influences much of what the School does. Underpinned by Christian values, Farringtons School aspires to be a place of trust

and respect where teachers take an active interest in the intellectual, physical, moral and spiritual development of every student. The School believes co-education to be the right platform for developing the interpersonal skills necessary to succeed in the modern world. The importance Farringtons places on nurturing individuality and the manageable size of the School ensures that students do not get lost, but rather thrive in their own way – they are encouraged to 'Develop and Shine'

Farringtons Core Objectives

- To inspire each individual to achieve success through excellent teaching, go to university, college or an occupation and have a desire for lifelong learning.
- To create a community that promotes Christian values, gives students the confidence to live their unique lives to the full and have the capacity to think of others.
- To be known as a school where every child matters, has outstanding pastoral care and communicates successfully in and out of school.
- To provide a safe and fit for purpose environment that encourages children to achieve their best.
- To build strong partnerships and networks locally, nationally and internationally to raise the profile of the School and consequently benefit all parts of the School and local community.
- To create an environment that prepares students for their life after school, gives them real confidence and humanity and ensures that they always feel part of the Farringtons family.



EYFS & PRE- PREP SCHOOL

Early Years and the Pre-Prep School

Farringtons prides itself on having an integrated community and maintaining continuity of learning from Early Years through to the Senior School. Children start the School in the Early Years department at 3, where the curriculum is structured around fun, relevant and motivating activities.

The purpose-built Pre-Prep School is light, secure and spacious with an outdoor play area. The transition from Early Years into Reception is seamless, as the classrooms are adjacent to each other and staff and children come together for regular playtime and other activities.

As children progress through the Pre-Prep School they benefit from an increased emphasis on specialist teaching delivered by practitioners who share their enthusiasm and deep knowledge with the pupils. The School encourages all pupils to discuss and discover in order to develop enquiring minds, self-assurance and positive work habits, ready for the next stage of their education.

Early Years Foundation Stage (EYFS)

EYFS is based on the recognition that children learn best through play and active learning. The provision of the curriculum ensures that children experience a full range of learning opportunities including child initiated, teacher directed and group learning.

Reading and writing are taught through guided sessions, alongside daily phonics and are supported by a structured reading scheme (Oxford Reading Tree). Phonics is taught formally using the 'Letters and Sounds' initiative.

Children are assessed through observations, conversations and photographs. Parents, staff and the children themselves all contribute to the assessment process. In the Pre-Reception class,

the developmental phases are used for assessment purposes and the foundation stage profile in Reception.

Pre-Prep School

The children in KS1 follow the National Curriculum subjects as well as personal, social, health education with citizenship. The transition from Reception to Year 1 is dealt with sensitively, especially in the first term where Year 1 children learn through play, which continues to use the principles of EYFS to develop the child's learning and social development.

Year 1 teachers use the foundation stage profiles to build an accurate picture of children's learning and progress and then move onto the School's assessment levels. All learning and teaching in KS1 is based on an enhanced Primary Curriculum with children exploring subject knowledge through a linking topic. Mathematics and English are taught daily, there are two hours per week of Science and PE. Children have a weekly guided reading session with their teacher and also receive bi-lingual teaching every week in French.

Reading, writing, speaking and listening continues to be taught through the use of synthetic phonics and are supported by a structured reading scheme (Oxford Reading Tree). We teach structured and creative English lessons supported by the Primary Literacy Framework and all children are taught spelling. Guided writing is a precision intervention tool that is taught as part of an agreed approach through English, in order to target specific learning skills.

Luceat

The Luceat programme aims to develop 5 key cornerstone skills for pupils as they progress through the Prep School.

These are: Intellectual curiosity, independence, creativity, citizenship and communication.

Pupils will be able to participate in activities each academic year, to enhance and improve these skill sets.



PREP SCHOOL

Children who are more able and those with additional educational needs are identified and interventions are put in place to help address their needs. Children needing further encouragement and support may also work in small groups with our team of support staff, including the KS1 learning support teacher and qualified High Level Teaching Assistants (HLTAs).

Key Stage Two (KS2)

In KS2, all children continue to be taught the enhanced National Curriculum subjects as well as personal, social, health education with citizenship. Some lessons in KS2 are taught by specialist teachers from the secondary phase. Mathematics and English are taught daily, there are two hours and forty minutes per week of Science and four hours of PE. In English, key texts or excerpts are taught throughout each year to ensure coverage of the full range of genre and skills. We teach discreet grammar, creative writing and comprehension lessons.

Pastoral Care

Farringtons is renowned for its pastoral care. The School's ethos, size and determination to treat every member of the Farringtons family as an individual and as a member of the community makes for a supportive environment for the pupils to thrive and staff to develop. The School works in partnership with parents to ensure that all of the pupils feel that they are cared for and valued. The SMT, SLT, Chaplain, School Counsellor and Mental Health and Wellbeing Lead are all involved closely in the pastoral life of the School through assemblies, Chapel worship and our Wellbeing Programme. Farringtons also organises regular Year Group meetings so parents are able to discuss their

child's progress with staff. The *Flourish at Farringtons* programme is a dedicated series of evening on-line seminars to help parents better understand important pastoral matters of the day; topics have included: teenage resilience, on-line safety, food & nutrition, on-line gambling and entrepreneurship.

Beyond the Classroom

Farringtons' co-curricular programme and competitive House system gives pupils the opportunity for fun and fellowship whilst developing leadership skills by offering experiences and activities in a safe but challenging environment. As a result, pupils become more adventurous, confident and develop those soft skills which will enable them to flourish in later life. Whenever possible, teachers bring learning to life through a programme of outings, residential trips and workshops led by visiting specialists.

Forest School

Our Forest School encourages and inspires all our pupils to enjoy a positive outdoor experience.

Children have the opportunity to learn about the natural environment and learn how to use their initiative, solve problems, cooperate with others and manage risk.

Getting muddy, building shelters, using tools and toasting marshmallows are just some of the experiences our pupils enjoy at Forest School.





SENIOR SCHOOL

Years 7 - 11

Farringtons has a long commitment to excellence and opportunity in education. The curriculum in the Senior School reflects this, providing a wide range of modern and traditional subjects from which to make final examination choices.

Small class sizes, dedicated staff and supportive teaching ensure that we are able to nurture individual needs. Pupils in the Senior School range in age from 11 – 19 years old. During the first three years, the emphasis is placed on sound preparation in basic academic skills and, during Year 9, thorough advice on appropriate GCSE options.

In Years 7 – 9, the curriculum comprises of English, Mathematics, Science, Physical Education and one compulsory Modern Foreign Language; currently French. In addition, pupils choose a second Modern Foreign Language, either Spanish or German. They will also study the subjects that they may choose to continue to GCSE; these include, Art & Design, Business, Computer Science, Creative iMedia, Dance, Drama, English as a Second Language, Food Preparation & Nutrition, Geography, Graphic Communication, History, Modern Foreign Languages, Music, Music Technology, Physical Education, Religion, Philosophy and Ethics.

From Year 9, pupils are supported in making their GCSE option choices as part of our careers programme. Careful planning ensures that each

pupil follows a balanced timetable of lessons, giving the right foundation for his or her future A Level, Higher Education or career choices. New subjects are introduced into the curriculum at various stages.

Throughout the School, pupils from overseas receive additional English tuition, leading to internationally recognised qualifications.

Form Tutors and visiting speakers provide a structured Wellbeing course that introduces and discusses key moral, ethical and social issues at appropriate times in the pupils' lives. It aims to foster a greater understanding of today's society and to assist them in taking responsibilities for their own and their fellows' well-being.

Pastoral Care

Farringtons is renowned for its pastoral care. The School's ethos, size and determination to treat each person both as an individual and as a member of the community makes for a supportive environment for the pupils to grow. The School works in partnership with parents to ensure that all of the pupils feel that they are cared for and valued.

The Head and Deputy Head are involved closely in the pastoral life of the School through assemblies, Chapel worship and meeting with pupils on a regular basis.

Farringtons also organises regular Year Group meetings so parents are able to discuss their child's progress with staff and at which individual appointments to see a member of staff or the Head can be readily made.



SENIOR SCHOOL

Years 12 - 13

Our Sixth Form programme ensures that students acquire the academic qualifications and develop the personal qualities they need to meet the challenges of Higher Education and the world of work.

Small class sizes enable our experienced teachers to nurture the talent of every Sixth Form student as an individual. This, in turn, ensures that our students have the best possible guidance during the university application process.

Farringtons offers a wide choice of subjects and EPQ, timetabled so that university or career choices are not restricted to inflexible subject options. Increasingly, universities want to know about students' interests and activities as well as their academic achievements. Outstanding higher education support is given to every student.

We encourage our Sixth Formers to broaden their horizons and develop leadership skills through the Duke of Edinburgh Award Scheme, public speaking, the School House system and many other opportunities. Sixth Formers have their own study areas and common rooms where they can engage in private study, relax, socialise and make drinks and snacks.



Beyond the Classroom

Farringtons' co-curricular programme and competitive House system gives pupils the opportunity for fun and fellowship whilst developing leadership skills by offering experiences and activities in a safe but challenging environment. The co-curricular programme gives pupils the opportunity to experience and explore new interests and activities. As a result, pupils become more adventurous, confident and develop their social skills. Whenever possible, teachers bring learning to life through a programme of outings, residential trips and workshops led by visiting specialists.

Farringtons offers a successful sports programme, particularly in boys and girls football, which comprises both elite competition and joyful participation.

This is all alongside an enviable range of activities via our Floreat programme which currently includes: rock climbing, skiing, scuba diving, podcasting, Japanese and bee keeping!

The School's sector-leading Careers provision – Farringtons Futures – also arranges work experience and internships for Senior School pupils. The School fosters an appreciation of, and an involvement in, the local community and pupils are encouraged to learn about, and take part in, fundraising activities for local, national and international charities.

The wonderful grounds and London location allow pupils to develop a love of the outdoors. We believe class work and relationships are enriched by these experiences and that they provide invaluable opportunities for children, staff and parents to learn together. Pupils enjoy exciting excursions, expeditions and sports fixtures locally, nationally and overseas.



SCHOOL LIFE

The School believes that class work is enriched by these experiences and that they provide invaluable opportunities for children, staff and parents to learn together. Pupils enjoy exciting excursions to the British Film Institute, Port Lympne, Science Museum, Horniman museum, British museum as well as walking in the local area.

The School fosters an appreciation of, and an involvement in, the local community and pupils are encouraged to learn about, and take part in, fundraising activities for local, national and international charities. In addition, Farringtons offers a huge range of activities, including arts and crafts, football, dance, choir, orchestra, and taekwondo.

Farringtons Interactive Zone (FIZ) is an essential aspect of the Prep School, providing 'wrap around care' for pupils from Pre-Reception to Year 7. FIZ Club has been designed to help parents and guardians balance work and family commitments, while giving children a broad range of experiences, as well as supporting them with their school work.

Academics

In 2024 at GCSE all subject areas achieved a series of excellent results, 13 subjects achieved 100% pass rate with 88% of students achieving five good passes including English and Mathematics. In English and Mathematics, just over 50% of grades were awarded at 6-9 and at the top end, 44% of all grades awarded overall at GCSE were at 9-6 or equivalent. In this year group, value-added scores for students were impressive, with students going

on to achieve marks higher than predicted when those students joined the School in 2019.

In 2024, at A-Level, the successes of our students were equally well deserved. Our level 3 A*-C rate rose 5% on last year and our A*-B measurement at A level, also rose from 41% in 2023 to 46% this academic year and over half of our students achieved at least 1 A*/A or equivalent (compared to 32% last year). Pleasingly, in terms of academic stretch and challenge, during 2023/24, 100% of sixth form students who were entered for the prestigious Extended Project Qualification (EPQ) achieved A*-C.

Girls outperformed boys in 2024, with a third of all our girls achieving at least one A*/A in 2024. The outcome of this has been that all our pupils have met the requirements to go on to university, in almost every case to their first-choice institution. We enjoyed 100% pass rate at BTEC in all subjects at Level 3.

At Farringtons, all pupils are helped to achieve the best academic results they can. This is especially true in the Prep School where year on year our pupils surpass themselves by achieving results significantly higher than the national average. This is accomplished by dedicated teachers with supportive parents encouraging every pupil to be the best they can be.

Boarding

Boarders at Farringtons live in one of two boarding houses. There is South House for boys in Year 7 to 13 and West House for girls in Years 7 to 13. Each house is led by a team of House Parents and supported by the School Healthcare team.

Christian life at Farringtons

Chapel is an integral aspect of life at Farringtons, and a place where both Prep and Senior School pupils' worship regularly. All Chapel worship is inclusive and welcoming for those of different faiths, and also none at all. During worship, the School covers a range of topics which ensure that pupils are aware of local, national and worldwide issues. Pupils are encouraged to tolerate, understand and respect each other.



HISTORY OF FARRINGTONS

Methodist Independent Schools Trust (MIST)

Farringtons School is part of the Methodist Independent Schools Trust (MIST). MIST has overarching responsibility for 12 independent schools across England and works closely with other independent schools of Methodist foundation elsewhere in the UK and overseas.

MIST provides opportunities for its member schools to work closely together. What is characteristic of all MIST schools is the shared Christian/Methodist ethos. Methodist Schools are inclusive and welcoming communities where individuals are valued, good order is respected, relationships cherished, and where excellence in its widest sense (academic, co-curricular and lifestyle) is pursued.

Methodist Schools encourage a sense of belonging, seek to improve lives and boldly expect the impossible; in Methodist Schools, educational experiences and activities bring mind and heart, intellect and passion together; and Methodist Schools work in mutually beneficial partnerships with each other and the wider Methodist Church.

History

The story of Farringtons School begins in 1908. At that time, there was already a very successful Methodist boys' school in Cambridge, The Leys School, but no equivalent Methodist school for girls – an earlier establishment having closed some years before. A committee was formed to create a school to educate girls in the Methodist tradition, and Farringtons was born as a 'sister school' of The Leys.

After looking at several sites, they settled on buying the land which the School now occupies

in Chislehurst. This land had formerly been the site of a small mansion dating back to the 17th Century. Before it fell into disrepair, the house had been home to several families, including three generations of the Farrington family who lived there during the late 17th and early 18th centuries, and it is from this connection that the school took its original name – Farringtons.

The first school building, originally known as 'School House' but now called 'East House', was constructed and Miss Alice Hollingdrake Davies was appointed as the first Headmistress. She opened her school on Thursday 21 September 1911 with fourteen pupils. Over the next 90 years the School grew and came through the challenges of the World Wars.

In 1994, Farringtons merged with Stratford House – a local girls' school that had opened in Bickley in 1912. Stratford House had a similar ethos to Farringtons and similar traditions, and so the name 'Farringtons and Stratford House' was born. The merged School was soon operating happily as a single unit, colloquially known as FASH, and the pupils continue to proudly wear the Coat of Arms that was granted to Farringtons back in 1928. In September 2004, the School reverted to its original name, Farringtons School.

The Millennium saw further exciting developments. In September 2006, Farringtons became the location for a new nursery development – Busy Bees at Farringtons – providing day care for children aged three months to four years. In 2010 the school accepted boys into Year 7 for the first time. Today Farringtons is fully co-educational and thriving. Over 100 years since it was founded, it still flourishes as a School proud of its rich history and excited about the future.

Further information on Farringtons School can be found on our website.



FARRINGTONS
SCHOOL

Farringtons School
Perry Street, Chislehurst
Kent, BR7 6LR
020 8467 0256
www.farringtons.org.uk