FARRINGTONS
SCHOOL



SENIOR SCHOOL
CANDIDATE BRIEFING PACK
Teacher of Drama - Full Time Post
Easter 2027 Start

Closing Date: Sunday 29 November 2026

Interview to be held on Monday 07 December 2026



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




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DEPARTMENT INFORMATION

Music and Performing Arts

The Music and Performing Arts department plays a vibrant and integral role in the life of Farringtons School. Through an engaging and ambitious curriculum across Music, Drama and Dance, we aim to inspire creativity, develop confidence and nurture a lifelong appreciation of the performing arts. We provide students with opportunities to develop their practical skills, explore their artistic identities and achieve their full potential.

Our mission is to cultivate a culture of creativity, collaboration and performance, encouraging students to take risks, think critically and communicate with confidence. Alongside a rich and varied curriculum, our extensive extracurricular programme offers students the opportunity to participate in school productions, concerts, showcases and specialist performance experiences. These opportunities enable students to work collaboratively, develop their talents and celebrate their achievements both on and off the stage.

The department is committed to providing an inclusive and aspirational environment in which every student is encouraged to discover and develop their strengths. We celebrate individual talent, foster a strong sense of community and create opportunities for students to experience the excitement and discipline of live performance. Through our commitment to high-quality teaching, ambitious productions and a thriving extracurricular programme, we seek to raise aspirations and inspire the next generation of performers, creative practitioners and confident communicators.

We look forward to receiving an application from you.

THE ROLE

From 1 April 2027, we are seeking to appoint an enthusiastic, talented and dynamic Teacher of Drama to join our thriving Performing Arts Department. This is a full-time position and an exciting opportunity to become part of a dedicated, well-resourced and successful department within our school community. The successful candidate will receive excellent support and opportunities for professional development.

The core purpose of this role is to deliver outstanding Drama teaching and to contribute to the continued development and success of Drama at Farringtons School. The successful candidate will inspire pupils across the age range, promote strong academic achievement and nurture confidence, creativity and performance skills. They will bring passion, subject expertise and innovative ideas to both the curriculum and the wider Performing Arts programme.

We are looking for a teacher who is committed to high standards of teaching and learning and who is keen to play a full role in the life of the School. The successful candidate will contribute to our extensive co-curricular programme, including school productions, performances and enrichment activities, and will work collaboratively with colleagues across the School.

The successful candidate will be expected to undertake Form Tutor responsibilities and actively support extracurricular activities. Attendance at staff meetings, parents' evenings and other key school events is an integral part of the role. The successful candidate will also be expected to attend the School's annual Open Morning, which is normally held on the first Saturday in October.

This is an excellent opportunity for an ambitious and creative teacher to make a significant contribution to a vibrant and successful Drama department while becoming fully involved in the wider life of Farringtons School.

Qualifications

Essential

- Qualified Teacher Status (QTS) or an equivalent teaching qualification
- Degree in Drama, Performing Arts or a related subject.
- A commitment to continuous professional development.
- Experience of teaching Drama at GCSE and/or A Level.
- Evidence of further professional qualifications or specialist training in Drama or Performing Arts.

Experience

- Ability to teach Drama across a range of age groups and abilities.
- Understanding of the learning needs of pupils with differing academic abilities.
- Experience of monitoring, assessing and evaluating pupil performance and progress.
- Experience of carrying out the responsibilities outlined within the job description.
- Experience of monitoring and evaluating the effectiveness of teaching and learning.
- Experience of directing or assisting with school productions, performances or showcases.
- Experience of contributing to co-curricular or extracurricular activities.

Knowledge and Skills

- Excellent organisational and time management skills.
- Commitment to achieving excellence in all aspects of professional practice.
- Ability to set and maintain high standards and expectations for pupils.
- A broad range of teaching strategies to engage, motivate and inspire young people.
- Ability to motivate pupils of all abilities and ensure full access to the curriculum.
- Strong interpersonal and communication skills.
- Commitment to collaborative working and cross-curricular partnerships across the School.
- Ability to use assessment data effectively to inform teaching and support pupil progress.

- An innovative approach to teaching and learning, with the ability to translate new ideas into successful outcomes.
- Knowledge of current developments in Drama education and the wider Performing Arts sector.

Personal Qualities

- A positive, proactive and collaborative approach to work.
- Passionate, energetic, creative and enthusiastic about Drama and education.
- Ability to build and sustain effective relationships with pupils, colleagues and parents.
- Willingness to play a full and active role in the wider life of the School.
- Commitment to supporting lunchtime, after-school and enrichment activities.
- Strong team player who contributes positively to departmental and whole-school initiatives.
- Willingness to organise and participate in educational visits, trips and performances.
- Flexible, well-organised, self-motivated and resilient.
- Commitment to safeguarding and promoting the welfare of children and young people.

- Ability to contribute to the School's ethos, values and community spirit through involvement in productions, performances and other school events.


CLIP
COMPONENT HOLDER

JOB DESCRIPTION

Job Description – Teacher of Drama

The core purpose of this post is to deliver excellent Drama teaching and to contribute to the continued development of Drama at Farringtons School. The successful candidate will inspire pupils across the school, promote strong academic outcomes and nurture confidence, creativity and performance skills. They will bring enthusiasm, subject expertise and fresh ideas to the curriculum and to the wider Performing Arts programme.

The post requires a commitment to the wider life of the School, including co-curricular activities, school productions and collaborative work with colleagues. The successful candidate will be prepared to take a form group, contribute to School events and attend meetings and parents' evenings as required.

We will expect you to:

- Work a full teaching timetable which is a minimum of 24 teaching periods per week out of 30 periods, you may be required for cover and this is allocated on a rota basis
- Attend early morning briefings
- Attend meetings after work including evening CPD, staff and departmental meetings and parents' evenings
- Contribute to the co-curricular Drama and Performing Arts programme, including clubs, rehearsals and productions.
- Support school productions through planning, rehearsals and performances, including regular after-school commitments and occasional evenings and weekends.
- Take a tutor / form group

Specific Responsibilities of This Post

- To plan and deliver consistently excellent practical and written Drama lessons using a range of appropriate teaching strategies and digital resources.
- To demonstrate strong subject knowledge and the ability to teach Drama at GCSE and A Level, supporting pupils to achieve excellent outcomes and develop a lasting interest in theatre.
- To contribute to the development and delivery of a challenging, engaging and well-sequenced Drama curriculum, including schemes of work and high-quality teaching resources.
- To work within and contribute to established School and departmental frameworks for lesson planning, teaching, assessment and evaluation.
- To create a positive, inclusive and purposeful learning environment in which pupils develop performance skills, creativity, confidence, collaboration and an appreciation of theatre.
- To manage pupil behaviour effectively and support pupils' academic progress, wellbeing and personal development.
- To assess pupils' practical and written work regularly and conscientiously, providing clear, constructive feedback in accordance with the School's assessment and marking policies.
- To prepare, set and mark internal examinations, coursework and assessments, as required, and to support pupils with the demands of external Drama qualifications.

- To remain informed about developments in Drama education, theatre practice and examination requirements, participate in INSET and contribute ideas for appropriate improvement.
- To bring creativity, initiative and strong organisational skills to the planning, directing and production of high-quality school performances.
- To work collaboratively with colleagues across Music, Dance and Drama, contributing to an ambitious and cohesive Performing Arts provision.
- To contribute actively to House events, enrichment activities and the wider life of the School.
- To use ICT confidently and appropriately to support teaching, learning, assessment, research and the preparation of performance resources.
- To provide accurate and timely information for parents, as directed by the School and Department, and to attend parents' evenings and other meetings as required.
- To demonstrate flexibility, resilience and a willingness to contribute fully to the demands of productions, including rehearsals, technical preparation and performances outside the normal school day.

Teaching:

- Teachers are expected to maintain and uphold the professional standards set out in the Teachers' Standards and demonstrate these consistently in their teaching practice, professional conduct, and wider contribution to the life of the School
- Set high expectations which inspire, motivate and challenge pupils
- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate the positive attitudes, values and behaviour which are expected of pupils
- Support the School's aims, values, and policies

Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas taught, foster and maintain pupils' interest in the subject, and address any misunderstandings
- Demonstrate a critical understanding of developments in subject and curriculum areas
- Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English, whatever your specialist subject

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of teaching and learning lesson time
- Promote a love of learning and children's intellectual curiosity
- Set home tasks (if and when appropriate) and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Incorporate the use of relevant technology in lessons where appropriate
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s) and drawing from the National Curriculum 2014

Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them in closing any gaps in attainment

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas you teach, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through written records, and encourage pupils to respond to the feedback, giving dedicated improvement times in lessons

Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the School's Behaviour Policy
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate and matched to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of Farringtons School
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support and being prepared to adapt practice where necessary
- Deploy support staff effectively where appropriate
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with pupils, parents and carers with regard to pupils' achievements and well-being

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 follow the ethos of re-cycling in line with school policy
- To promote equal opportunities at Farringtons
- To support Farringtons commitment to the continued professional learning 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 ethos, policies and practices of the school in which they work, and maintaining high standards of 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 or anticipate changes in the job requirements which are commensurate with the job title.



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 29 November 2026
Early applications are recommended as we reserve the right to appoint before the closing date.

Interviews: Interviews will be held week commencing Monday 07 December 2026

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.

All shortlisted candidates will undergo online screening checks. This practice is part of the "Keeping Children Safe in Education" (KCSIE) statutory guidance, which recommends schools conduct online searches for due diligence on shortlisted candidates to identify any publicly available information that might relate to their suitability to work with children

In your supporting statement please include the following points:

- Your experience to date
- Your views and beliefs about the teaching of Drama within a wide ability setting.
- What you can offer Farringtons School, specifically relating to the role

Completed applications can be returned by e-mail to: recruitment@farringtons.kent.sch.uk



BACKGROUND

Farringtons School is a leading, co-educational, independent day and boarding school in Chislehurst, Kent, for pupils aged between 2.5 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.


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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 2026, at GCSE, all subject areas achieved a series of excellent results, 15 subjects achieved 100% pass rate with 96% of students achieving five good passes including English and Mathematics. Across the board, 79% of all GCSE grades were awarded at 6-9. In this year group, value-added scores were very impressive, with huge numbers of students going on to achieve marks far higher than predicted when those students joined the school in 2021.

In 2026, at A-Level, the successes of our students were equally well deserved. The school achieved 99.3% pass rate at A Level. Perhaps more impressively, the rate of grades awarded at A*/A (or equivalent) was 30%. All Extended Project Qualifications (EPQ) grades were awarded at A*-D, reflecting the independent study commitment demonstrated by our students reaching for the very best university places.

At Farringtons, all pupils are helped to achieve the best academic results they can. This is true across the school. in the Prep School, 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

Wyvern House is situated within the main school building and is home to both our girl and boy boarders at Farringtons. We currently offer boarding to all our senior year groups; however, most boarders are from years 10 to 13. The house is led by the houseparent and the boarding staff who are 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 school 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

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