

Joining *Bedford*



“Pupils see themselves as part of a cohesive school community which includes not just staff and current pupils but former pupils as well. Pupils have enormous affection for this community of which they are a part.”

ISI Inspectorate



*Independent Boys' School
of the Year 2021*



*"Boys are a delight, their trademark being an ability to mix
with any age group with ease, understated confidence."*

Good Schools Guide



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from the
Head Master



I am delighted that you are considering Bedford School, and I hope this booklet provides you with some of the answers to the many questions you will certainly have. I do not doubt that it will also provoke a few more, many of which you may find the answers to on our website but, if not, please do get in touch, and we will do our best to answer these for you.

I am always very proud to lift the lid on our school, and so it seems fitting for our boys, our staff and our wider community to share their thoughts of Bedford School with you in the pages that follow. While we are proud of our buildings, facilities and extensive estate, it is people that make a community, and ours is one very much shaped by boarding. To have over 200 boys and 40 or so staff living full-time on site gives a heartbeat to the school in a way that nothing else can. To quote one of our boys featured in this booklet, "You don't learn it. You live it."

I am also pleased to say that our school is full. We have approximately 700 pupils in the Upper School aged 13 to 18, with roughly 280 in the Sixth Form. Around a third of the boys are boarders who live in our six boarding houses, each of which is 'twinned' with a day house. Our Prep School, with 400 boys, caters for the 7 to 13 age group and has its own junior boarding house.

Academic excellence is central to life at Bedford School, and we encourage boys to aspire to the highest possible standards and exceed their expectations. Our success is demonstrated by a long history of impressive exam results at GCSE, A-Level, and in the International Baccalaureate Diploma. The vast majority of our leavers go on to higher education, and an impressive 75% of our Upper Sixth boys accepted places at Times Higher Education Top 30 universities in 2023, including Oxbridge and clinical courses in medicine and dentistry. In recent years, we have also seen boys diversifying their applications, with more expressing an interest in degree-level apprenticeships and attending universities in the USA and Europe and beyond.

We place great emphasis on the value of sport, music and the arts for the camaraderie, teamwork and self-motivation they instil and encourage boys to explore their individual talents as far as they can take them. Our extensive cocurricular activities programme is wide-ranging and offers boys the opportunity to learn new skills and discover new interests outside the classroom.

I invite you to explore our school through the news stories we regularly publish on our website and on social media; these provide an insight into our boys, their stories and successes and a strong sense of the enviable community that is Bedford School. Above all, I hope that it shows boys and staff are happy and successful and, importantly, in that order.



James Hodgson
Head Master

The Role

Teacher of Academic Support (SEND) part-time, paid as advised

We wish to appoint an enthusiastic and well-qualified part-time Teacher of SEND on a Fixed Term Pay-As-Advised (by lesson) contract to join a dynamic, successful, and thriving department. We are looking to secure an appointment to start as soon as possible and currently envisage the role lasting until Easter. We welcome applications from both experienced SEND specialists and those looking to develop an in-demand specialism, including recent graduates.

The role is envisaged as up to 19 teaching periods a week (approximately 0.5) on what is currently a Monday to Thursday schedule and may include some lunchtime lessons. * There may be small changes to the timetable to reflect changing needs of our SEND pupils through the academic term and we therefore are open to discussing the possibility of alternative days and indeed job-sharing to suit personal and professional commitments of the right candidate.

This position will involve teaching pupils aged 13-18 from a diverse range of backgrounds. The department support pupils who are neurodiverse including pupils who have dyslexia, autism, ADHD. Academic Lessons can be on a 1:1 basis or small group focusing on English and Maths, study and revision skills as well as supporting pupils with different areas of the curriculum as required. The successful candidate will also help with reviewing and updating pupil learning plans (IEPs) so that these can be shared with teaching colleagues to help support pupils in their wider curriculum lessons.

In addition to SEND support teaching (1:1 and group lessons), the ideal candidate:

- will have a genuine passion for supporting pupils who are neurodiverse.
- will also be eager to develop their own teaching skills and share ideas with colleagues.
- will celebrate and actively promote diversity.

We are keen to hear from candidates with experience and qualifications in either the state, independent or international sectors. Additionally, we would welcome applicants who are looking to gain further experience and qualifications and develop in a supportive environment.

Bedford School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Offers of appointment are subject to satisfactory references and DBS clearance. Short-listed candidates will be invited to the school for interview on the advertised date. The Head of Academic Support, Mrs Rachel Mellor, would be happy to talk to prospective applicants and can be contacted through the main school reception on 01234 362200 or by email rachelmellor@bedfordschool.org.uk.

Suitable candidates may be interviewed before the closing date and Bedford School reserves the right to withdraw the position if an early appointment is made. Applicants are therefore encouraged to apply early.

**Please note that due to our games afternoons on Tuesday and Thursdays, academic instruction only takes place in the morning. A teaching period at Bedford School is 40 minutes long.*

About the Department

The Academic Support Department at Bedford School is a forward-thinking and well-resourced department responsible for ensuring that the best support is in place to enable pupils with special educational needs (SEN) and students with English as an Additional Language to access the school curriculum, and achieve their academic potential in school. The department supports pupils across the Prep and Upper Schools: teachers may teach across the two schools, resources are shared, and detailed information about pupils is shared at transition from Prep School to Upper School.

The overall Head of Academic Support fulfils the role of Special Educational Needs Co-Ordinator (SENCo); they are supported by a Prep School Head of Academic Support, an Upper School EAL Coordinator and a Prep School EAL Coordinator. There are currently four additional teachers in the department, who contribute to EAL and/or SEN teaching. Our staff have extensive experience across state, independent and international sectors, and are all keen to share and support each other in our teaching journey.

In addition to a highly experienced team of friendly and enthusiastic support teachers, we have access to wide range of resources and digital tools that assist pupils with accessing the full curriculum and allow us to track their progress. We also provide opportunities for career development with regular in-house CPD sessions, complementing a comprehensive whole school training programme.

The school aims to enable pupils who are neurodiverse or have SEND to achieve their potential by adopting a whole school approach to supporting their learning. The pupils are supported in accessing the academic curriculum through the development of their study and revision skills through ongoing liaison between teachers of Academic Support and the subject teachers. In addition the Academic Support teachers also help pupils with any pastoral wellbeing concerns through regular dialogue with Boarding Housemasters, Tutors and other key adults at school.

Our approach to supporting and teaching pupils with SEND can be found in our [SEND Policy](#).

Job Description

The Harpur Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Summary of the role

Job Title:	Teacher of Academic Support (SEND)
Department:	Academic Support Department
Location:	De Parys Avenue, Bedford
Reporting Line:	Head of Academic Support
Hours:	Part-time
Salary:	School's own salary scale
Role Summary:	To support students throughout the school but predominantly in the Upper School.

Main duties and responsibilities

This job description does not form part of the contract of employment and may be varied in accordance with the demands of the appointment.

Your Professional Duties

You are expected to act in accordance with the aims, policies and administrative procedures of the school.

Specific Duties and Responsibilities

The following duties shall be deemed to be included in the professional duties which you will be required to perform (this list is not exhaustive):

1. Teaching:
 - Uphold high standards of preparation, teaching and discipline.
 - Always promote equality, diversity and inclusion
 - Support the work of the department to ensure the highest possible levels of achievement for all pupils.
 - Plan lessons in accordance with department's schemes of work.
 - Contribute to the development and evaluation of the department's syllabi and schemes of work.
 - Liaise with colleagues on the planning of work for collaborative delivery.
 - Monitor, track and seek to understand prior attainment, keep records, and be aware of boys' individual circumstances

- Set and mark homework, examinations and other forms of assessment.
 - Use ICT within the curriculum.
 - Contribute to departmental activity beyond the curriculum.
 - Establish high and appropriate expectations for learning, motivation and presentation of work.
2. Assessment, Recording and Reporting:
- Maintain plans of lessons undertaken and records of boys' work.
 - Provide constructive oral and written feedback, with clear targets for future learning.
 - Report on pupil progress in line with school policy.
 - Keep parents informed of boys' progress at parents' evenings, and as appropriate.
3. Pastoral Care:
- Be fully conversant with and apply the school's child protection policy and all related issues.
 - Promote good attendance and monitor this in accordance with school policy.
 - Promote the general progress and well-being of the diverse boys in your care.
 - Perform the duties of a Tutor in line with school expectations.
4. Professional Standards:
- Support the aims and ethos of the school.
 - Treat all members of the school community with respect, consideration and kindness.
 - Treat all boys fairly, consistently and without prejudice.
 - Set a good example to boys in terms of appropriate dress, punctuality and attendance.
 - Participate in the school's cocurricular programme, including at lunchtime and after school.
 - Take responsibility for personal professional development.
 - Attend all departmental and staff meetings, parents' evenings, new parents' day and ensure that all deadlines are met as published in the online school calendar.
 - Take responsibility for matters relating to health and safety.
 - Undertake duties that may be reasonably assigned by the Head Master (directly or indirectly).

Responsibilities may be direct, joint or through devolved structures, but always in accordance with whole school policies. These details may be amended at any time by agreement but, in any case, will be reviewed through the appraisal process. You may also be required to undertake such other comparable duties as the Trust requires from time to time.

Person Specification

	Essential These are qualities without which the Applicant could not be appointed	Desirable These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	Method of assessment
Qualifications	Honours degree	PGCE / QTS	<i>Certificates</i>
Experience	Experience of neurodiverse students in a school or further education setting (which may be primary, secondary, higher education)	Experience of supporting students at secondary level. Experience of teaching GCSE/A-Level/IB	<i>Application form and references</i>

Skills	<p>To be an outstanding teacher, with excellent classroom practice</p> <p>To be firm but fair</p> <p>To be able to inspire and motivate students</p> <p>To be an excellent communicator, orally and in writing, with boys, parents and staff</p> <p>To have good time management skills</p> <p>To have the ability to show initiative within the framework of a strong and supportive team</p> <p>A willingness to utilise and develop departmental teaching resources</p> <p>To have excellent interpersonal skills</p> <p>To be proficient in ICT and able to use technology appropriately to support learning</p>	<p>An understanding of the JCQ Access Arrangements regulations and criteria.</p> <p>Ability to contribute material to the website and VLE</p> <p>A clean driving licence. A D1 minibus licence or a willingness to obtain one</p>	<i>Application form, references and interview</i>
Knowledge	<p>Have a well-informed understanding of a range of SEN needs and how best to support pupils who are neurodiverse.</p> <p>Be able to utilise teaching strategies to allow learners to make outstanding progress compared to their previous attainment and compared to similar learners nationally</p> <p>Have an awareness of safeguarding and pastoral issues</p> <p>Appreciation of the ethos of an independent boys' boarding and day school</p>	<p>Have a well-informed understanding of IGCSE English Language, English Literature and IGCSE Mathematics to help ensure pupil progress.</p>	<i>Observed lesson, interview and references</i>

Personal competencies and qualities	<p>An intellectual interest in a range of academic subjects</p> <p>Interest in continuing professional development of self</p> <p>A creative learner and teacher with a passion for education</p> <p>An approachable, professional colleague and classroom practitioner</p> <p>Pragmatism and 'can do' approach</p> <p>To be flexible, adaptive and persuasive</p> <p>To be resilient, committed and confident</p> <p>Ability to prioritise and remain calm under pressure</p> <p>To have an ability to work independently and within a team, using a wide range of resources</p> <p>Strong sense of cultural awareness especially when supporting and advocating for international pupils</p>	<p>Able to advise pupils, parents and staff insightfully</p> <p>Enjoys every aspect of teaching pupils</p> <p>A perceptive understanding of teenagers and their 'needs' and 'expectations'</p> <p>A good sense of humour</p>	<p><i>Interview, observed lesson and references</i></p>
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Staff Benefits

We believe we have a responsibility to keenly and pro-actively support all of our staff in their development and to make this an outstanding place to work. Each member of staff has a voice on professional matters via the Common Room Chair and a variety of staff run initiatives, and the Head Master has daily open-door sessions for staff (and pupils). A wide range of opportunities for professional development exist and staff are encouraged to further their skills and consider career options at all levels. There is a generous budget to support continued development and learning for our teachers. The Teaching and Learning Group host meetings and dinners throughout the year and staff run training sessions for one another in order to share best practice. The school recently hosted a TeachMeet evening for those who work across the schools of the Harpur Trust. There are also bursaries available for staff who wish to travel in order to develop their subject specific knowledge or understanding of different educational contexts. We fully fund and support teachers in qualifying through PGCEs and the assessment only route to qualified teacher status. In a recent quality assurance visit, we were considered to be a school offering best practice induction to newly qualified teachers (NQTs). There is ample opportunity to take on additional responsibilities here at Bedford School.

The school is set in beautiful grounds within a 50-acre site on the edge of a busy town centre that is well connected to London, Milton Keynes and Cambridge in particular. Staff are welcome to make use of the extensive leisure and sporting facilities on the site (which includes gym, swimming pool, tennis courts, squash courts etc.) for themselves and their immediate family.

The school has an incredibly friendly Common Room that provides support and puts on a variety of social events. Weekly football, yoga and mindfulness sessions are complemented by additions such as staff life drawing, a tennis evening, calligraphy club, and regular staff cricket fixtures with local clubs and schools.

Bedford is a dynamic and incredibly rewarding place to work with a strong sense of community. We very much hope that you will want to come and find out more about us.

In their own words. Our boys.

“There’s just bound to be something for everyone to enjoy.”

From playing the cactus (a non-speaking part) in *Double or Nothing* to *Oliver* in *Oliver Twist*, Oliver has progressed. Progression, through coaching in sport (hockey is his favourite, but he also plays tennis and is a keen runner), in academic subjects, and via the hobbies nurtured in clubs, is at the heart of the school. Getting better at things.

Oliver, day boy, Year 5, actor, academic



“It is simply easier to become good.”

Ben says he takes a lot of responsibility for his own learning and that the resources here, the labs, library and support from teachers mean that you can make as much progress as you want, as fast as you want. He likes vertical tutor groups - “not only do you get to know older boys, but you see what they have to contend with, and once you know it, you are no longer worried by it”.

Ben, day boy, Year 9, scientist, linguist





Anhad, Vivaan and Kabir are three brothers from India, all in the same boarding house - Phillpotts.

They say life here is full of changes of pace and atmosphere, which is helpful and healthy. Indeed, balance is a theme they all pursue, saying that the mix of freedom to do as they please with the compulsory aspects of life in school and in the boarding house makes for a happy equilibrium.

Talking of boarding, all three agree that via the boarding house you get the most complete version of the school ethos. As they say,

"You don't learn it. You live it."

Kabir, Vivaan and Anhad, *boarders, brothers, scientists, sportsmen*

Kayde is a sports scholar, identified through the Northampton Saints Academy, and also an accomplished academic.

He feels one of the major advantages of Bedford School is that life is so busy that you learn to manage your time.

He also can't believe the number of completely different people from completely different cultures he has met and who have become his firm friends.

A big, smiling man with a *big* future.

Kayde, day boy, Year 13, sportsman



*“Because it’s about knowledge,
not about privilege.”*

Alfie started the Italian Club. He is also in the Head Master’s Ancient Greek Club. He is going to have a shot at studying classics at Oxford. His love of classics however goes much further.

He introduces Year 4s to Latin at a local primary school. Apparently, some of the teachers there attend as well because they have had no exposure to Latin. “The pupils and staff are in the same boat, in eadem nave, and it is fun and rewarding - for them I hope, and also for me.”

Alfie, day boy, Year 12, classicist, sportsman



Why Bedford? From our staff.

“I have found that the values that the school claims to instil in its students are lived and breathed by staff and students alike.”

“The part of the (PGCE) course that catalysed my progress the most was the regular meetings with my school mentor, which allowed me the space to air concerns, to receive thorough and constructive feedback and to discuss pedagogical readings. I can’t imagine that the experience would have been as fulfilling or as instructive without such considered support.”

Miss Hanna Bassa, *Teacher of English*
Pemberley Assistant Housemaster,
Eckersley Society staff lead



“As a member of the support staff, I feel that my role is valued and seen as important in the boys’ educational journey.”

“There is a great sense of community at Bedford School. You genuinely feel an integral part of the team, which builds staff motivation and commitment.”

Ms Yolanda Larrier,
*PA to the Director of Finance
and Operations*



“When boys and their families join the school, they do so for life, with a community that is there to help and support far beyond the school gates.”

“Having been involved with the school throughout my life, it has given me a unique perspective on the collegiate effort that parents, teachers, support staff and Old Bedfordians perform to ensure that today’s pupils are fully equipped to face the challenges of a rapidly changing world.”

Mr Hugh Maltby,
Director Bedford School Association



Useful Links

[Bedford School website](#)

[The Harpur Trust](#)

[Our Application Procedure](#)

[ISI Inspection Report](#)

[Good Schools Guide Review - Bedford Prep School](#)

[Good Schools Guide Review - Bedford School](#)

[News Stories](#)

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