

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





## Contents

---

Introduction .....	07
The Role .....	08
Job Description .....	10
Person Specification .....	13
Staff Benefits .....	15
Our Boys .....	16
Why Bedford? .....	19
Useful Links .....	21

*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

---

## Head of History (including A-Level History, IB History and IGCSE History)

### Full-time from September 2024

Bedford School wish to appoint an enthusiastic and well qualified teacher to lead provision in a key area of academic life in our thriving independent boys' school. At all levels, History has long been a popular, thriving and academically successful subject.

The History department at Bedford has a strong academic focus. We have a good record of success in terms of university uptake, including Oxbridge. Our results are strong: in 2023 the IGCSE cohort achieved 87% 9-7 and the most common grade was a 9. A-Level and IB results are also strong, with a pleasing number of pupils going on to study History beyond Bedford at some of the country's most competitive universities, including Oxbridge.

The department is also proud of its work supporting boys' interest in history beyond examined GCSE, A-Level and IB courses. We have a good record of success in essay competitions, with past pupils winning the Peterhouse and Trinity prizes. Many of our IB pupils take the subject for their IB Extended Essay. The History Society is active and has had lively discussions on topical issues as well as led whole school assemblies exploring historical themes. The department seeks to foster a lasting commitment and love of history; we aim to make lessons interesting, relevant and enjoyable.

The posts may suit a teacher keen to take their first step into academic leadership, or it may suit an experienced middle leader keen to develop their experience in a larger department and/or leading a new course. The school is strongly committed to providing outstanding professional development for new middle leaders; all HoDs participate in regular leadership development training (sometimes held jointly with academic leaders in Bedford Prep School), all new HoDs are allocated a mentor in their first year in post, and the school maintains a generous professional development budget for teachers to access external CPD. Academic departments at Bedford School are divided into broad faculty areas. The new Head of History will join a thriving team of Heads of Department in the Humanities Faculty; the Head of Humanities (who is also Head of Philosophy and Religion) leads a team which include the Head of Geography, Head of History and Head of Politics and Head of Business and Economics.

### An introduction to History at Bedford School

At present, the department has a team of six teachers, led by a Head of History who oversees provision for Fourth Form (Year 9) through to Sixth Form, including the OCR A-Level and the History International Baccalaureate Diploma course. In the Fourth Form pupils learn about the First and Second World Wars and in the Summer Term begin the Pearson IGCSE course with Superpower Relations. In the Removes (Year 10) and Fifth Form (Year 11) pupils study America from 1919 to 1974 and the Arab-Israeli Conflict. In the Sixth



Form the Department follows the Pearson specification route E, Communist States (China and the USSR) and British political history from c1780 to 1928. For the IB, Russia from 1855 to 1953, causes and effects of 20th Century Wars, case studies of Irish and Vietnamese independence movements, as well as a global war source paper are taught. The Department also contributes to A-Level Politics, with a focus on the UK in the Lower Sixth and American politics in the Upper Sixth.

The department currently has five dedicated classrooms, each with interactive whiteboards, and a small library which is ideal for research-based lessons. The department is particularly proud of excellent retention rates from GCSE to A Level/IB, and the fact that many boys within the department develop a genuine interest in their subject, often taking this interest onto university with a History related degree course. Each year students apply successfully for courses at the most competitive universities, including Oxbridge.

It would be desirable, though not essential, for the successful Head of History to have experience of GCSE, A-Level and IB qualifications; what is essential, however, is a willingness and enthusiasm to ensure History continues to play a central role in the academic life of the school and a track record as an outstanding teacher in at least two of these three courses. Experience of the independent sector and/or a boarding environment is not essential; each year, Bedford School welcomes teachers from the state and independent sectors in England, and from some of the world's best international schools, and we value the experience that they bring. What is essential, however, is an enthusiasm to build on the many strengths of our unique school community to create a thriving department. Our ideal candidate will have outstanding interpersonal skills: someone who can foster effective cooperation and collaboration amongst an experienced teaching team, develop high levels of trust, and develop our provision in a way that values and celebrates each of our teachers' many strengths. Above all, what we are looking for from our new Head of History is an excellent understanding of what outstanding teaching and learning looks like, and a clear vision for how to realise it in the department.

Prospective candidates are warmly encouraged to contact the school ahead of making an application; the Deputy Head (Academic), Mr Luke Rogers, or Ben Rowland (Head of Humanities) would be very pleased to talk to prospective candidates and can be reached through the school reception on 01234 362200 or by email to [gelsby@bedfordschool.org.uk](mailto:gelsby@bedfordschool.org.uk)

Full-time teachers at Bedford are also expected to play a full part in the extensive games and activities programme and be a Tutor attached to a boarding or day house. 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. Early applications are encouraged; the school will review applications on receipt and reserves the right to interview ahead of the advertised closing date.

# 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:	Head of History
Department:	History Department (within the Humanities Faculty)
Location:	De Parys Avenue, Bedford
Job Purpose:	To manage the department, teach History and oversee all academic History programmes
Reporting Line:	Head of Faculty: Humanities; Deputy Head (Academic) and Head Master
Hours:	Full Time
Salary:	School's own salary scale

## Main duties and responsibilities

### Your Professional Duties

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

The Head of Department is responsible to the Head Master for all aspects of the organisation, management and performance of the department.

### Specific Duties and Responsibilities

The following duties shall be deemed to be included in the professional duties which you will be required to perform:

1. Department Management:
  - To ensure that all members of the department fulfil the requirements of their job descriptions.
  - To promote a collective History identity in the school and to devise and execute an inspiring development plan (updated annually) in accordance with the Head Master's strategic priorities.

- To assist in the development of the aims, policies and administrative procedures of the school and to ensure that these are implemented within the department.
  - To be available to departmental colleagues and be able to offer advice and guidance and support; to oversee all aspects of departmental appraisal and INSET training; to oversee the induction of new staff.
  - To conduct a periodic appraisal of the department and a thorough analysis of exam results every August.
  - To review, maintain or develop appropriate schemes of work at all levels; to be aware of general developments in History and to maintain a detailed knowledge of proposed changes in syllabus expectations.
  - To take responsibility for the administration of the department: to include timetable planning; setting; teaching rooms; exam entries (internal and external); budget planning, budget management, syllabus selection, resource allocation, oversight of coursework and controlled assessment.
  - To develop and regularly review departmental policies ; to ensure that school expectations with regards to prep, marking and data analysis are met within the department and to track the progress of pupils ; to meet regularly as a department and to ensure that minutes are kept of the meetings.
  - To lead, promote and monitor extra-curricular activities and events related to the subject.
  - To liaise with other Heads of Departments as necessary; represent the Department at Heads of Departments' Meetings ; to advise the Head Master about resources, curriculum changes, staffing and professional development.
  - To ensure that the visual appearance of the department and its classrooms are of the highest standard.
  - To advise all those wishing to pursue any university studies and careers linked to the subject.
  - To advise the Head Master on the selection of new staff.
  - To develop good relations with boys, parents, teaching and non-teaching colleagues and the wider community; to represent the school when required.
  - To liaise with Heads of History in other schools.
  - To carry out any other responsibilities reasonably required by the Head Master.
2. Teaching:
- Uphold high standards of preparation, teaching and discipline.
  - Plan lessons in accordance with department's schemes of work.
  - 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.

## 3. Assessment, Recording and Reporting:

- Maintain plans of lessons undertaken and records of boys' work.
- Provide constructive oral and written feedback, with clear targets.
- Report on pupil progress in line with school policy.
- Keep parents informed of boys' progress at parents' evenings, and as appropriate.

## 4. Pastoral Care:

- Be fully conversant with and apply the school's child protection policy and all related issues.
- Promote the general progress and well-being of boys in your care.
- Perform the duties of a Tutor in line with school expectations.

## 5. Professional Standards:

- Support the aims and ethos of the school.
- Treat all members of the school community with respect and consideration.
- 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 extracurricular programme.
- 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.

# Person Specification

	<b>Essential</b>  These are qualities without which the Applicant could not be appointed	<b>Desirable</b>  These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	<b>Method of assessment</b>
<b>Qualifications</b>	Good honours degree in History or an appropriate related subject from a recognised university either in the UK or overseas.	PGCE / QTS.  Ability to teach a second subject.	<i>Certificates</i>
<b>Experience</b>	Teaching of GCSE and A-Level History to a high level that prepares pupils for entrance to competitive university courses.	Experience of teaching IB History.  Experience of academic leadership.	<i>Application form and references</i>
<b>Skills</b>	Outstanding teaching practice.  The ability to develop a compelling vision for the new department and a capacity to persuade colleagues, pupils and other stakeholders to support the vision.  An ability to inspire and motivate students.  Excellent communication, orally and in writing, with boys, parents and staff.  Driven and motivated with proven leaderships skills  Strong organisational and time management skills.  The ability to utilise and develop departmental teaching strategies and resources.  Excellent interpersonal skills.  Proficiency in ICT and the ability to use ICT appropriately to support learning.	To be able to contribute material to the website and the VLE.  A clean driving licence.  A D1 minibus licence or a willingness to obtain one.  Ability to coach one of the school's major sports (Rowing / Rugby / Cricket / Hockey) and/or contribute to the school's co-curricular activities.	<i>Application form, references and interview</i>



<b>Knowledge</b>	<p>To have a well-informed understanding of the requirements of relevant specifications, and their suitability for meeting learners' needs.</p> <p>To have up-to-date appreciation of the requirements of relevant exam specifications.</p> <p>Understanding of safeguarding and pastoral issues.</p> <p>Secure knowledge of the technical requirements of an History department, enabling the school to resource the department in a way that provides value for money.</p>	<p>Experience of best practice in data analysis and tracking of student progress.</p> <p>A good knowledge of relevant ICT applications and techniques for the teaching of History.</p>	<i>Observed lesson, interview and references</i>
<b>Personal competencies and qualities</b>	<p>An intellectual interest in History and a passion for the subject and all it offers.</p> <p>An approachable and professional manner.</p> <p>A pragmatic and 'can do' approach.</p> <p>Resilience, commitment and confidence.</p> <p>An ability to prioritise and remain calm under pressure.</p> <p>Flexible, well-organised, energetic and self-directed.</p>	<p>Ability to advise pupils, parents and staff insightfully.</p> <p>Interest in continuing professional development of self and colleagues.</p> <p>A perceptive understanding of teenagers and their 'needs' and 'expectations'.</p>	<i>Interview, observed lesson and references</i>

## Staff Benefits

---

Bedford School has high expectations of its staff and therefore looks to reward them with generous salary scale increments and beneficial conditions of service. All teachers can be enrolled in a very generous pension scheme and have longer holidays than the maintained sector. Class sizes are small (maximum of 14 at Sixth Form and 24 at GCSE).

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.

Fee concessions are available across the Harpur Trust schools and staff can also join a private health care scheme which includes an annual allowance towards health care costs (e.g. dental and optical expenses), money for other therapies and access to gym and shopping discounts. An employee assistance programme is also available to everyone within the school, which includes access to a free well-being app. Our staff receive free lunches, which are provided by our national award-winning catering team, refreshments during the day and can expect free on-site parking.

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](#)

[Bedford School Film](#)

[Facebook](#)

[Instagram](#)

[X \(Twitter\)](#)



**Bedford School**, De Parys Avenue, Bedford, MK40 2TU

+44 (0)1234 362200 [info@bedfordschool.org.uk](mailto:info@bedfordschool.org.uk)

*[bedfordschool.org.uk](http://bedfordschool.org.uk)*

Bedford School is part of The Harpur Trust: a company limited by guarantee. Registered in England: Company No. 3475202.

Registered Office: Pilgrim Centre, Brickhill Drive, Bedford, MK41 7PZ. Registered Charity No. 1066861