

Joining *Bedford*





*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."*

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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 'twinning' 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

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## **Graduate Organist (Fixed Term Contract)**

We wish to appoint a Graduate Organist for September 2024. The successful candidate will assist with organ playing activities throughout the School, and contribute to other academic, pastoral and cocurricular activities. They will have a genuine passion for Music, a desire to inspire this in others and will be eager to develop their experience of teaching and working with young people. They will be keen to contribute fully to the life of the school, including cocurricular activities. This is conceived as a residential role, with highly subsidised accommodation and meals on the school estate, although we would welcome applications from those who would not require accommodation.

Graduate interns receive access to sustained professional support throughout their year at Bedford School. They attend department meetings and work with a variety of teachers across their subject specialisms. Graduate interns also meet with senior staff regularly to discuss their development and next steps. These sessions are designed to reflect on educational research and best practice. They regularly observe a variety of teachers both within and outside their faculty areas (there is protected time for this).

Graduate interns are given opportunities to teach small groups of students and will receive developmental feedback on their practice. They may also complete a research task surrounding an area of school life or strategy and present their findings to members of teaching staff. Our school is part of the Harpur Trust which offers a range of training modules that are applicable to both teaching and other professions.

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 selection process will involve a lesson observation, tour of the school and interviews.

The Director of Music Mr Jonathan Sanders would be happy to talk to prospective applicants and can be contacted through the main school reception on 01234 362200 or by email [jsanders@bedfordschool.org.uk](mailto:jsanders@bedfordschool.org.uk).

“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.”



## About the Department

The Music department is housed in a stunning £3 million Music School, designed by Eric Parry, R.A. and completed in November 2005. This state-of-the-art building, including a fine Recital Hall, was officially opened by Sir Peter Maxwell Davies, CBE, Master of the Queen's Music, in March 2006.

The Recital Hall is a 100-seater auditorium with sweeping views across the school playing fields to the Sports Pavilion. There are three dedicated academic teaching rooms, one of which houses a suite of Apple iMacs with Logic and Sibelius. There are two digital recording studios running Logic on an Apple Mac Pro computer with the options of recording both from a live room and the Recital Hall.

Instrumental teaching takes place in a suite of 15 specialist teaching rooms, including two dedicated percussion rooms. There are 6 additional practice rooms which are available for boys to use throughout the week.

The Great Hall, beautifully restored after the dramatic fire of 1979, is used as a venue for the larger concerts and houses a four manual Copeman Hart organ. The Chapel itself is an iconic building, the last building of the great late Victorian architect, George Frederick Bodley, and it is within this beautiful decorated space, with its fine acoustic, that the Choir performs on a regular basis. The organ in the chapel is a two manual Hill, Norman and Beard.

### Music Performance

There is a full music programme throughout the year. For example, there is at least one concert a week by boys at the School, including weekly lunchtime concerts each Thursday, which are open to the general public. There are also recitals which result in prizes being awarded in all the major music disciplines. There are also the major school concerts each term. Our vision for music at Bedford School is to provide an outstanding, vibrant and diverse musical experience for every boy at every level in the school.

There are ensembles to cater for all ages and standards, which are both designed to allow boys to perform at an appropriate level, but also to encourage the more adventurous musicians to progress towards the top level ensemble in each discipline. There is an extremely strong choral tradition at the school, which varies from the more specialist (Chapel Choir) to the all-encompassing and rousing singing of the boarders in Chapel services and to a large proportion of the boys participating in the annual House Singing Competition. In addition there are a number of chamber music groups which rehearse and perform regularly.

## 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:	Graduate Organist
Department:	Music Department
Location:	De Parys Avenue, Bedford
Job Purpose:	To assist with organ playing activities throughout the School, and to contribute to other academic, pastoral and cocurricular activities
Reporting Line:	Director of Music/Head of Academic Department
Hours:	Term time including weekends when the School is in session. The post holder will be required to work as necessary to complete the job (subject to the Working Time Regulations 1998). The successful candidate will be willing to contribute fully to the life of the School including weekend commitments and Chapel services.
Salary:	School's own salary scale
Other benefits:	Accommodation on the school estate plus meals in the school's dining halls during term time, for the period of employment only. These are treated as a taxable benefit. Assistance with professional CPD.
Salary:	This is a fixed term contract from 1 September 2024 – 5 July 2025, with a one-week choir tour during Summer 2025.

## 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.

The Graduate Organist will be line managed by the Director of Music and relevant Head of Academic Department. Senior staff with other areas of expertise, will also take on a mentoring role.

### 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. Organist:
  - Play organ for Upper School Assemblies both in the Great Hall and Chapel
  - Play piano/organ as appropriate for Prep School Assemblies both in the Erskine May Hall and Chapel
  - Play organ for Chapel Choir rehearsals during the week, and for services on a Sunday
  - Assist the Head of Choral Music with the rota for assembly accompaniment
2. Academic:
  - Contribute to lessons or small groups of pupils as a teaching assistant in an academic department
  - Support the development of teaching and learning resources in an academic department
3. Cocurricular:
  - Assist with the cocurricular music programme in the Prep and Upper Schools (including piano accompaniment for concerts, competitions, and exams)
  - Participate in music trips outside of term time
  - Participate in the School's partnership programme with local schools
  - Contribute to the School's games programme (as appropriate)

## 4. Pastoral Care:

- Be fully conversant with, and apply, the School's safeguarding and 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 boys in your care
- Contribute to the supervision of boys at recreation and mealtimes

## 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
- Take responsibility for matters relating to health and safety
- Maintain confidentiality at all times in respect of school-related matters
- Undertake other duties as reasonably requested by the Director of Music or other senior staff

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

	<b>Essential</b>  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	<b>Method of assessment</b>
<b>Qualifications</b>	Graduate (or equivalent)  ARCO qualification (or equivalent)	FRCO qualification (or equivalent)	<i>Certificates</i>
<b>Experience</b>	Experienced organist  Experience of traditional church music	Experience of working with children in a residential setting  Experience of working with international students  Music coaching experience	<i>Application form and references</i>
<b>Skills and Knowledge</b>	Highest standard of professional musicianship  Strong communication skills, with ability to interact well with pupils, parents and staff  Good ICT skills - proficient in the use of Microsoft Office and good knowledge and experience of Outlook  Strong time management and organisational skills  Well-developed interpersonal skills, with the ability to foster effective working relationships with others  Able to work as part of a team and also use own initiative.  Able to make a contribution to the School's academic and cocurricular programme	Proficient in use of ICT with particular regard to Music software  Able to make a contribution to the School across multiple areas of academic and cocurricular life	<i>Application form, references and interview</i>



<b>Personal competencies and qualities</b>	<p>Positive and helpful approach</p> <p>Resilient, robust and personable</p> <p>Tactful and patient in dealing with individuals</p> <p>Pro-active approach to work, with the ability to plan and prepare ahead</p> <p>Flexibility, to meet the needs of the school</p> <p>Able to exercise good judgement</p> <p>Commitment to the safety, health and well-being of children and young people</p> <p>Committed to the ethos of a boarding school, including weekend and evening commitments.</p>		<i>Interview and references</i>
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## Staff Benefits

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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.

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

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[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](#)

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