

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

Foreign Language Assistant (Spanish) part-time, term time only

We wish to appoint a native-level Spanish speaker as a Foreign Language Assistant for September 2024. The successful candidate will have a genuine passion for Spanish, and will support the teaching of the language to pupils across Year 9, GCSE, IB and A-Level to develop their oral fluency, confidence and cultural awareness, particularly in their preparation for the oral part of public examinations.

Foreign Language Assistant roles run from September to the beginning of July and are re-assessed each year, in accordance with student demand. This is a part-time, term time only, role working approximately 15-18 hours, but this will vary depending on cohort sizes.

We welcome applications from all Spanish specialists, and from all backgrounds, to provide good role models for our global students.

A generous salary reflective of the skills and experience required for the post will be offered. Accommodation may be available for the successful candidate.

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, a tour of the school and interviews. The Deputy Head of Modern Foreign Languages Paola Wright would be happy to talk to prospective applicants and can be contacted through the main school reception on 01234 362200 or by email paolawright@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.

About the Department

The Modern Languages Department is a lively, professional and collegiate place to teach. There are currently eight teachers supporting our pupils with their learning in French, German, Spanish and Mandarin. In addition, we have native speaker language assistants in French, German and Spanish.

French, German and Spanish are offered in the mainstream curriculum from the Fourth Form (Year 9) upwards and Mandarin is available both within our IB Diploma Programme and, at various levels, off-timetable. All pupils take at least one language to IGCSE, and some take two. We currently teach the Pearson Edexcel IGCSE course in French, German and Spanish, and the Pearson Edexcel GCSE course in Mandarin. There is also a provision to prepare German Native speakers for the First Language German IGCSE with CAIE.

In the Sixth Form, French, German, Spanish and Mandarin are offered to A-Level (Pearson Edexcel) and as part of the International Baccalaureate Diploma course, including the provision of the IB A Literature and Language course for German. The Modern Languages department forms part of the Languages Faculty, which also includes the Classics department, offering courses in Latin, Greek, and Classical Civilisation.

All members of the department have first degrees and have experience of teaching the 13 to 18 cohort. There are regular meetings and new members of staff are supported in their professional development. We are also part of the National SCITT for MFL and typically have Modern Languages trainees within the department. We work closely with our prep school to ensure the pupils' language learning journey is coherent and ambitious.

The Department teaches largely within the heart of the school, with its departmental area on the third floor of the main school building. The Modern Languages classrooms enjoy a wealth of resource materials, including full AV equipment in all classrooms and a range of subscriptions to online services. All classrooms have Clevertouch boards. The Department base is well stocked with teaching materials and has a strong presence on the School's eLearning (Firefly) site. The Modern Languages library, consisting of works of literature, critical studies and publications on non-literary themes, is housed in the main school library.

As a department, we aim to expand the pupils' perspective beyond the exam requirements and to grow an appreciation of cultural differences. The activities and trips we offer, the staff's enthusiasm for their subject and the time with the language assistants for every student from Fifth Form (Year 11) upwards combine with a focus on linguistics and wider set of languages to engage the learners. Our video series on languages spoken at school (see our [Languages at Bedford](#) YouTube site) and our participation in the UK Linguistic Olympiads allow our boys to flex their intellectual muscle and linguistic ambition.

Our Sixth Form leavers regularly pursue language studies at university, either as a language degree or as joint honours (e.g. combined with Law or International Relations) and gain entry to - amongst others - Cambridge, Durham, Warwick and UCL.

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:	Foreign Language Assistant (FLA) Spanish
Department:	Modern Foreign Languages Department
Location:	De Parys Avenue, Bedford
Job Purpose:	A well-qualified, enthusiastic, and inspirational graduate FLA Spanish, to further support the teaching of Spanish up to and including A-Level/IB, focusing on the speaking aspect and bringing the cultural capital to life.
Reporting Line:	Subject Leader/Deputy Head of MFL Department
Hours:	Part-time, term-time only, approximately 15-18 hours of work per week, but this will vary depending on cohort sizes. FLA roles run from September to beginning of July and are re-assessed each year, in accordance with demand.
Salary:	School's own salary scale

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:
 - To work under the direction of teaching staff and the appropriate Heads of Department to support the teaching of Spanish at GCSE, IB and A-Level.
 - To have a clear understanding of the requirements of the speaking examination at GCSE, IB and A-Level, with appropriate guidance from teachers and subject leaders in the relevant departments.
 - To have a good understanding of the requirements of the relevant exam board speaking examinations for

GCSE, IB and A-Level.

- To help GCSE pupils prepare for the speaking test by taking small groups out of lessons for oral practice.
 - To help sixth form students prepare for the speaking part of public examinations (IB and A-Level) by conducting individual oral lessons.
 - To monitor attendance at oral classes, reporting absences to teaching and pastoral staff as relevant.
 - To feed into the reporting process by providing comments of pupils' progress, attitude and effort.
 - To provide extra support for students who might be struggling in Spanish as directed by the relevant department staff.
 - To work with other foreign language assistants to produce suitable displays for the MFL departments.
 - To support the teaching of Spanish by finding and collating interesting authentic language resources.
 - To support academic enrichment and extension activities including the running of clubs and societies under the direction of the Deputy Head of Languages
 - Support the development of languages in the Prep School, under the direction of the Director of Languages and Prep School colleagues.
2. 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.
3. 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 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	Excellent spoken and written English. A degree in Spanish language or a native speaker.	Experience in working with different exam specifications in the UK.	<i>Application form and certificates</i>
Experience	Working with GCSE and A-Level students. Developing language skills in pupils. An ability to motivate and encourage young people.	Familiarity with the demands of IGCSE and A-Level language courses.	<i>Application form, interview and references</i>
Skills	Excellent communicator, able to communicate at all levels in English and Spanish. Organised and able to prioritise workload. Ability to work well in a team and independently. An understanding of how to encourage pupils and build confidence. Must be flexible and work as part of a team. Caring and kind especially in relation to children.	Able to deal with the challenges of preparing for speaking exams. A clean driving licence. Ability to coach one of the school's major sports (Rowing / Rugby / Cricket / Hockey) and/or contribute to the school's cocurricular activities.	<i>Application form, references and interview</i>

Knowledge	<p>To have a well-informed understanding of the requirements of IGCSE and A-Level Spanish 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>Have a working knowledge of Hispanic culture or be prepared to conduct any necessary research relating to this.</p> <p>Understanding of safeguarding and pastoral issues.</p>	<p>Have a working knowledge of the UK exam system or be prepared to learn.</p> <p>Stay up-to-date with current affairs in Spanish-speaking countries.</p>	<i>Observed lesson, interview and references</i>
Personal competencies and qualities	<p>An approachable and professional manner.</p> <p>An ability to follow instructions.</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>Be able to work collaboratively as a member of the MFL team.</p> <p>Flexible, well-organised, energetic, and self-directed.</p> <p>A commitment to accuracy and attention to detail.</p>	<p>Ability to advise pupils 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> <p>Be smart and presentable.</p> <p>An ability to use Outlook, Excel and Word.</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.

Staff can 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](#)

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