

# Joining *Bedford*

Director of International Development



**WORLD-LEADING  
BOARDING  
SCHOOL**

**INDEPENDENT  
BOYS' SCHOOL  
OF THE YEAR**



# Contents

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Introduction .....	05
Candidate Information .....	06
About Bedford School .....	07
International Development Strategy .....	08
The Nature of the Role .....	09
Person Specification .....	13
How to Apply .....	15
Useful Links .....	17

*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 80% of our Upper Sixth boys accepted places at either Russell Group or Times Top 30 universities in 2021. Typically, between five and ten boys take up places at Oxbridge each year. 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 extracurricular 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

# Candidate Information

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## Director of International Development

This is an exceptional opportunity to help Bedford School shape and implement its international development strategy.

Bedford School has a distinguished history stretching back nearly 500 years. After detailed consideration, the school's Governors have opened a new chapter of the school's story with the intention to build a family of international schools and develop a wider international footprint. The international development function was initiated in early 2023 and so this is an unusual opportunity: there is the great potential to develop a function and strategy that are still in their infancy and an immediate need to build on the considerable momentum achieved in just one year.

The International Development Director will have a broad remit: to shape Bedford School's international development strategy and the organisational structures required to support it; to deliver on the existing partnership opportunities that will lead to the first Bedford International Schools and other international initiatives; to stay strongly focused on business development so that the pipeline of partners and opportunities remains healthy; to lead the process of establishing the first international schools; and to design the relationship between the UK school and its international schools.

Ideally, the International Development Director will be working in a similar role, have experience of establishing international schools, and be familiar with the challenges and opportunities for British independent schools setting up overseas.

Bedford School today combines a respect for its history and traditions with a progressive and forward-looking approach to the education of boys and young men – currently with 400 boys in the Prep School and 700 in the Senior School – and with students in the Sixth Form choosing between A-levels and the IB Diploma. In 2021, Bedford School won the Independent Boys' School of the Year award for its holistic education experience, tailored to the needs of its students and in line with its motto "that they be good men." The school, which is a part of the Harpur Trust, is a day and boarding school, but with its overall approach shaped by the boarding community. Recent developments on the school's 50-acre campus have included state-of-the-art, new facilities for arts, music and sport, as well as academic facilities such as a new library, upgraded science facilities and a planetarium and observatory.

The Governors' decision to embark on an international development strategy reflects a wish to strengthen Bedford School's international reputation and the international understanding and awareness of its students, as well as to generate further income to extend further its bursary provision. The intention is to develop a family of schools globally that will authentically reflect Bedford School's mission and approach.

The International Development Director will take up post at the earliest opportunity.

# About Bedford School

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Bedford School was founded in 1552, thanks to the generosity of Sir William and Dame Alice Harpur. The school remains a part of the Harpur Trust, which sustains the founders' vision, including through the provision of scholarships and bursaries. The Harpur Trust also owns and manages three other independent schools – Bedford Girls' School, Bedford Modern School and Pilgrims Pre-Preparatory School – sponsors the HEART Multi-Academy Trust and supports state schools, educational initiatives and other social projects and services in Bedford.

Bedford School is a boarding and day school for up to 1,100 boys aged 7-18. It aims to provide an outstanding all-round education by:

- stimulating boys intellectually inside the classroom, through an integrated curriculum that stretches across disciplines, age levels, social backgrounds and nationalities;
- challenging boys outside the classroom, through a broad range of extracurricular activities;
- empowering boys to be confident, articulate and resilient in every situation, through their experiences across all parts of school life.

Bedford School is recognised as one of the leading independent boys' schools in the UK. It is strongly committed to single sex education, but cooperates closely with its sister school, Bedford School for Girls, in joint initiatives. While the school is a day and boarding school, it is boarding that shapes the school: there are more than 200 boys and 40 staff living full-time on campus, and each boarding house is twinned with a day house as a means to strengthen the community focus that underpins the holistic ambitions of the school.

Academic excellence is central to Bedford School. Boys are encouraged to aspire to the highest possible standards and to exceed their expectations. This aspiration is reflected in impressive GCSE, A-Level, and IB Diploma results. In 2020, 87% of leavers accepted places at either Russell Group or Times Top 30 universities. Alongside academic excellence, the school places great emphasis on the value of sport, music and the arts for the camaraderie, teamwork and self-motivation they instil and the opportunity for pupils to explore their individual talents. The extracurricular programme is wide-ranging with more than 70 clubs across the prep and senior schools.

The school's strategic planning flows from its mission and vision, with a concentration in three main areas: developing the young man within, realising his academic potential and the school's sustainability over time. The Governors have considered where attention is most needed in the context of the challenges that Bedford School alumni will face in the world. This has led to a strengthened focus on digital technology, community partnerships and entrepreneurship. International development has become a further area of concentration for the Governors.

# International Development Strategy

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After thorough consideration, in 2022 the Bedford School Governors decided to embark on an internationalisation strategy. A number of factors influenced their decision, including the school's history, its academic and holistic strengths, the global spread and influence of the alumni body, and the importance of a modern, forward-thinking independent school having a meaningful international dimension and a strong international brand. The international strategy will also generate an important additional source of income as the school moves into a new phase of development and seeks to strengthen its scholarship and bursary funding.

In embarking on a strategy of international development, the Governors' thinking has been centred on a family of international schools. They are conscious of the need to establish an appropriate model of engagement with future Bedford International Schools: their intent is that the UK school should be meaningfully involved in governance, quality assurance and operational oversight of the international schools, and that there should be mutually beneficial linkages and collaboration within the family of schools. The Governors are also clear that the Bedford International Schools should be an authentic reflection of the UK school, fully committed to academic excellence within a holistic education environment and to the Bedford School values of responsibility, integrity, curiosity and endeavour.

Beyond those principles, the Governors are open-minded about the nature of any future international schools, the structures needed to govern and oversee those schools and the opportunities for other forms of international engagement alongside those schools. They are also open-minded about where in the world schools should be established. With some exceptions and reservations, the Governors are ready to look at opportunities in more traditional as well as in new and emerging markets.

The international development function was formally established in 2023 and rapid progress has been made. Internally, decision-making processes have been clarified, and a small group of committed Governors has taken on responsibility for international development. Discussions have been held with a number of potential partners in a variety of new and established markets: as is the nature of such work, some of these quickly fell by the wayside, others were progressed to an advanced stage and some remain under consideration. The school has also come to understand the variety of other international engagement opportunities that may be available and, while its focus remains on a family of international schools, it has already, for example, concluded an educational consultancy agreement with one established operator of schools. The progress made in the first year has been impressive and has validated the school's decision to establish an international presence; it has become clear that Bedford School, with its history and traditions but also with a spirit of innovation, could become an important addition to those British independent schools with successful groups of international schools.

The International Development Director will take the work that has been undertaken in the last year, build on it, continue to attract and explore new partnership opportunities and implement a programme of international expansion.



## The Nature of the Role

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This could be an extraordinary opportunity for a leader, preferably one with experience in establishing international schools. The International Development Director will further shape Bedford School's thinking about its international strategy and the structures needed to support that strategy, identify appropriate markets and investors/partners for the school, oversee the establishment of the first Bedford International Schools and coordinate other international development opportunities.

The International Development Director role will combine business development and implementation. It will therefore need someone who can juggle the different – and at times possibly even conflicting – priorities of establishing the background infrastructure, undertaking the painstaking work of international development and working with partners to see projects through to fruition.

Business development will be a constant theme of the role. There are existing contacts to be cultivated and decisions to be made on whether these have genuine potential, but there will also be a continual need to keep the pipeline of potential investors and partners healthy – investigating, pursuing and following-up leads, understanding the markets and initiating discussions with possible partners. The International Development Director will need a flair for spotting potential and being prepared to get conversations going while knowing that the majority of those conversations will come to little; they must also be prepared for the occasional experience of investing a great deal of time in a partnership only for that opportunity to fall at a relatively late stage. That will be frustrating, but the reward will come from knowing that with a strong pipeline, some of those contacts will become the partners in future Bedford International Schools.

Equally, the role will need someone who can combine an eye for detail and creativity and who is prepared to engage in those detailed conversations and ultimately form a judgement on when a partnership appears to meet the school's criteria and, less tangibly but equally important, when there seems to be a shared understanding of aspirations and expectations. Then the International Development Director will oversee the processes of due diligence, be closely involved in drawing up agreements and work with the partner to move towards the establishment of a school or other initiative. Once there is a founding team on the ground and then after a school is established, the International Development Director will be the first port of call in representing Bedford School's interests and, working alongside the agreed governance framework, implementing an appropriate pattern of engagement and quality assurance.

The International Development Director must be prepared to keep an eye on the overall international development landscape: to understand what has worked well and not so well elsewhere, to avoid pitfalls that other schools have already encountered and to gain insights into the pros and cons of different markets, types of school, or approaches to partnership. This will also be important context for understanding the desired level of engagement for Bedford School with its wider family of schools. Prior experience of working within a group will therefore be helpful, but the International Development Director must be able to look beyond any model in which they have worked in order to design an approach that is right for Bedford School.

The International Development Director will be able to work independently, but should nevertheless be comfortable taking guidance from and supporting the Governors and the school's leadership team, and helping to shape and service the structures for oversight and development of the school's international engagement. One condition attached to the Governors' approval for the international development activity was that it should not detract the leadership team from focusing on the needs of the UK school, which is why this position is so important.

The International Development Director will report to the Director of Finance and Operations, Andy Macfarlane, who was responsible for guiding the Governors through their consideration of establishing an international development function. The International Development Director will also need to develop a good working relationship with the Head Master, James Hodgson, and other members of the school's the senior leadership.

It will be important that the position has a visible presence in the school – to ensure that the postholder understands the school's culture and approach but also to make sure that international development becomes quickly embedded in the life of the school. There may be some flexibility around what that means for the balance of time in the school and time potentially spent working remotely. Over time, the role will also require appropriate international travel.

Bedford School's preference is to appoint an International Development Director who has undertaken similar work in another education organisation, but they could have come to that work from various directions. The significant advantage of a track record of similar work will be an understanding of the complexity of establishing international schools, including working in commercial relationships with local investors, and of how partner relationships can be initiated, developed, risk assessed and tested. A further advantage will be an existing network of contacts that can help them in their business development activities. If such experience has been outside the British independent school sector, candidates will need to be able to demonstrate their ability to understand the motivations of British schools establishing international schools and the characteristics and ethos that Bedford School will be seeking to develop in its schools.

The International Development Director will bear responsibility for the success of the Bedford School's international development strategy and the launch of the first Bedford International Schools. It is a fascinating position: there is enormous potential because Bedford School is at the start of its journey, but at the same time the incoming Director will benefit from the considerable work undertaken – and the understanding built – during the first year of the function. This should make it a hugely attractive opportunity for an experienced international development professional.

Bedford School's strong preference is to appoint a first International Development Director who has undertaken similar work in another education organisation, but they could have come to that work from various directions. The significant advantage of a track record of similar work will be an understanding of the complexity of establishing international schools, including working in commercial relationships with local investors, and of how partner relationships can be initiated, developed, risk assessed and tested. A further advantage of a track record in the field will be an existing network of contacts that can be a starting point for exploring opportunities. If such experience has been outside the British independent sector, candidates will need to be able to demonstrate their ability to understand the motivations of British schools establishing international schools and the characteristics and ethos that Bedford School will be seeking to develop in its schools.

Bedford School's first International Development Director will bear responsibility for the success of the international development strategy and the launch of the first Bedford International Schools. The chance to start from a blank canvas should make this a hugely attractive opportunity for an experienced international development professional.

### Summary of the role

Job Title:	Director of International Development
Reporting Line:	Director of Finance and Operations
Job Purpose:	To continue to develop and implement Bedford School's international development strategy and operations.
Salary:	Competitive, depending on experience.

Specific working arrangements and conditions will be for discussion with the successful candidate. International travel will be required, as will some flexibility to work as necessary to complete the job (subject to the Working Time Regulations, 1998)

### Main duties and responsibilities

The primary objectives of the Director of International Development will be:

- to develop and implement Bedford School's international development strategy and the structures necessary to deliver on this strategy.
- to develop the first Bedford International Schools, guiding them from conception to opening, in cooperation with local partners.
- to design, oversee and coordinate the continuing relationship between Bedford School and the Bedford International Schools.

A priority for the International Development Director throughout this work will be to ensure that the Bedford International Schools reflect the mission, vision, values, culture and approach of Bedford School so that there is a genuine and identifiable sense of a family of schools.

Note: For the purposes of this job description, the terms 'Bedford School' and 'the Governors' applies to Bedford School in the UK and its Board of Governors and/or any subsequent body that is established specifically for the governance of the school's international development.

### Specific duties and responsibilities

#### Strategy

- Develop and keep under review a strategy for Bedford School's international development for consideration by the

Board of Governors and be responsible to the Governors for the delivery of that strategy.

- In consultation with the Director of Finance and Operations, implement an appropriate structure for the governance and leadership of the international development function.
- Design an operating model for the relationship between Bedford School and its international schools that represents an appropriate level of engagement and quality assurance and that places the opportunities for income generation and brand recognition in a secure risk management framework.
- Monitor international school trends, including the opportunities and challenges for British independent schools operating overseas, in order to inform the future development of international strategy.
- Monitor market intelligence as a means to understand the opportunities for future Bedford International Schools.

#### **Establishment of international schools**

- Respond to approaches from potential partners.
- Actively explore opportunities to establish Bedford International Schools, identifying potential partners and investors, consulting market intelligence and undertaking market research, and analysing the opportunities, challenges and risks of markets, partners/investors and proposed schools.
- Build a relationship with prospective partners sufficient to be able to form an opinion about the likely alignment between the partner and Bedford School and the potential risks associated with that partner.
- Undertake and commission appropriate due diligence.
- Commission legal assistance to draw up initial and subsequent agreements between Bedford School and its potential partners and undertake contract and related negotiations.
- Represent Bedford School's interests in all planning for new schools, bringing recommendations to the Governors for decision when appropriate.
- In advance of the appointment of a founding school leadership team, design appropriate school structures, policies and procedures, meet any authorisation, registration or accreditation requirements, and advise on curricular, extracurricular and pastoral provision.
- Oversee, in a manner consistent with relevant agreements, the appointment of the founding Heads of new schools and, as appropriate, other senior leaders.
- In close cooperation with local partners and subject to the division of responsibilities set out in relevant agreements, take responsibility for the planning, negotiating, consultation and operational engagement required in the establishment of new schools.
- Work with existing partners and investors to identify further opportunities.

#### **Operation of the international schools**

- Maintain effective relationships with Bedford School's partners and investors and have oversight of both parties' contractual responsibilities.

- Coordinate and where appropriate participate directly in Bedford School's engagement in the governance of its international schools.
- Coordinate Bedford School's quality assurance arrangements with its international schools to ensure that the schools are operating in line with the standards expected by Bedford School as well those of local regulatory authorities, and are offering a student experience that is authentically a Bedford School experience adapted to the local context.
- Maintain regular contact with the Heads of the international schools and facilitate cooperation, collaboration and exchanges between Bedford School and its international schools.
- Provide support to the international schools' leadership teams as appropriate.
- Ensure that safeguarding is given a high priority in the international schools and that safeguarding policies and processes are up-to-date and well understood within the schools.
- Work with partners to promote the Bedford School brand.

#### **Other international engagement**

- Keep the international landscape under review to identify other international engagement opportunities that may be of benefit to the school.
- Build a relationship with prospective partners sufficient to be able to form an opinion about the likely benefit of an international engagement initiative and the alignment between the partner and Bedford School, including the potential risks associated with that partner.
- Undertake and commission appropriate due diligence, commission legal assistance as required and undertake contract and related negotiations.
- Represent Bedford School's interests in the planning of new initiatives and take responsibility for the operational engagement with and quality assurance of these initiatives.

#### **Other**

- Report to the Governors on a regular basis about the progress of the international development strategy, the progress of and specific issues within the international schools, and opportunities for new schools and other international engagement.
- Keep under review and further develop the international development strategy.
- Develop the concept of a Bedford International Schools group, facilitating good communications across the group, mutual support and the sharing of experience and good practice.
- Ensure that safeguarding and child protection are given a high priority throughout the group.

As well as these duties, the post holder will be expected to perform other tasks reasonably assigned.

In achieving the above, the International Development Director will ensure that the Bedford brand suffers no detriment; indeed, all activities must serve to enhance the brand.

This job description will be subject to review/amendment during the appraisal procedure by agreement between both parties in accordance with established practice.

# Person Specification

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## Experience

It is very likely that the successful candidate will have undertaken a similar role within another educational organisation or schools group and/or have a record of success in establishing international schools in cooperation with local partners. Beyond this, the successful candidate will have experience that demonstrates:

- A good track record of senior leadership and management.
- The ability to develop strategy and to deliver on that strategy.
- Strong financial and commercial acumen.
- Success in working in an international environment and with investors/partners.
- The ability to be a skilled, tactful and diplomatic negotiator.
- Familiarity with legal agreements, commercial negotiations and liaison with governments, regulatory authorities and lawyers.

## Attributes and Skills

The successful candidate will also need to be:

- A strong and articulate communicator.
- Patient, adaptable, innovative and resilient.
- Able to inspire confidence across all stakeholders, including Governors, investors/partners, school leaders and teachers and support staff.
- Deeply committed to British independent education and its applicability in diverse international settings.
- Self-motivated.
- Able to build and manage strong relationships with people at all levels and across cultures.
- Good at dealing with complex situations and relationships.
- Analytical and a strong problem-solver.
- Emotionally intelligent and intellectually rigorous.
- Committed to the safeguarding and wellbeing of children and young people, with an understanding of the importance of delivering safeguarding best practice regardless of the cultural context.
- Culturally curious and adept at working in different cultural contexts.
- Committed to and able to represent the Bedford School values of responsibility, integrity, creativity and endeavour.

## Safeguarding

Bedford School aims to be an equal opportunities employer and is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS) and equivalent international checks.

# How to Apply

This recruitment process is being managed by RSAcademics Ltd on behalf of Bedford School. Unless stated otherwise, all communication about the appointments will be through RSAcademics.

Two members of the RSAcademics team are primarily engaged on this process:

**Keith Clark**

Head of International Leadership Appointments

[KeithClark@RSAcademics.com](mailto:KeithClark@RSAcademics.com)

**Jean Sullivan**

Head of International Search

[JeanSullivan@RSAcademics.com](mailto:JeanSullivan@RSAcademics.com)

Interested candidates are invited to contact Jean Sullivan by email for an initial confidential conversation or to arrange a discussion with Keith Clark.

**The closing date for applications is Thursday 18 April 2024 at 10:00 (UK).**

Preliminary interviews with RSAcademics may commence before the applications deadline and early applications are therefore encouraged.

You should submit:

- A completed application form.
- A copy of your curriculum vitae/résumé.
- A covering letter, preferably of no more than two pages, addressed to Mr Andy Macfarlane, Director of Finance and Operations. The letter should explain your reasons for applying, the attractions of the role and the relevance of your experience. Letters that are largely generic or that do not address the role may lead to your application not being considered.

Applications should be made electronically to RSAcademics. Please apply at [www.rsacademics.com](http://www.rsacademics.com) via the **Apply Now** link accompanying the announcement of the position. You will be taken to an online portal where you will be able to download an application form. Please follow the instructions provided to complete and submit your application.

Should you have any queries relating to uploading your application documents, please contact Alison Hooper, Project Coordinator, at [applications@rsacademics.com](mailto:applications@rsacademics.com). Julia can also be reached by calling +44(0)1858 383163.

The recruitment process will proceed as follows:

- When you submit your application, you will receive an automated email from RSAcademics confirming that we have received it. If you have not received the automated email within two working days of submitting your application, please email us at [applications@rsacademics.com](mailto:applications@rsacademics.com) or contact us by telephone on +44 (0)1858 383163.
- Preliminary interviews with RSAcademics colleagues will take place by video interview in the week commencing 22 April 2024.
- Long list interviews will take place with members of the Bedford School leadership team in the weeks commencing in early May.



- Arrangements for the short list interviews, ideally in person, will take place later in May.
- RSAcademics will collect references for candidates who progress to the later stages of the process. No referees will be contacted until RSAcademics has received your express permission to do so.

RSAcademics is committed to safeguarding and promoting the welfare of children and young people.

Founded in 2002 by Russell Speirs, RSAcademics has advised and supported over 700 schools and educational organisations in the UK and worldwide. Through our working partnerships with heads, leadership teams, boards, staff and parents, we specialise in supporting schools in five main areas: strategy, marketing and research; equality, diversity and inclusion; operational improvement; leadership and governance and philanthropy. We enable schools worldwide to thrive, by finding and developing senior leaders, guiding decision makers, making connections and shaping debate. We are known for the calibre and spirit of our people. We exist entirely to serve schools because we believe that the world needs thriving schools. RSAcademics is committed to promoting diversity and inclusion in schools. Please visit [www.rsacademics.com](http://www.rsacademics.com) for more information.

## Useful Links

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[Bedford School website](#)

[The Harpur Trust](#)

[ISI Inspection Report](#)

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

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

[News Stories](#)

[Bedford School Film](#)

[Facebook](#)

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