



TEACHER OF ENGLISH (FULL-TIME OR PART-TIME CONSIDERED)

MORE HOUSE SCHOOL, FRENHAM



Overview

Full-time or part-time, permanent, non-residential position starting September 2024, or as soon as possible thereafter.

A qualified teacher, or ambitious graduate seeking Qualified Teacher Status, is sought to teach English, primarily from Year Seven upwards, including at GCSE (Language and Literature) and potentially A Level English Literature.

Our staff are committed and inspirational, transforming the futures of pupils with literacy and language-related additional challenges, by empowering them.

Our School Vision is:

To lead in transforming the futures of intelligent children who experience Specific Learning Difficulties, Developmental Language Disorder and associated conditions, by empowering them.

Our School Values are:

Kindness - Spirit - Responsibility



**More House School
Rated Outstanding by Ofsted (2023)**



The School

Nationally celebrated, More House School provides an exceptional, mainstream education for intelligent boys with Specific Learning Difficulties and weakness in their developmental language skills. Providing a transformative education repeatedly recognised as 'Outstanding' by Ofsted over more than a decade, we offer a specialised learning environment for day and boarding boys from Year 4 to Year 13. Our pupils are taught to recognise their strengths and develop their self-belief so that they achieve independence and extraordinary results at GCSE, BTEC and 'A' Level, above the national averages. A majority progress to university.

The School has an 85-year history of supporting boys with additional challenge in their educational experience. Now with 500 pupils, the School has grown significantly in recent years and has the largest number on roll ever. It is recognised as being the largest SEND-specialist provision in the United Kingdom and is heavily involved in outreach work. More than half of pupils have their places funded by their local authorities.

Delivering a mainstream independent-school experience, both academically and socially, the very broad curriculum affords all pupils the opportunity to discover their strengths, challenging them to fulfil their academic and extra-curricular potential. Pupils benefit from classroom teaching which recognises that each pupil is individual in his profile of skill strengths and weaknesses, and which focuses on adaptive strategies which look beyond pupils' individual diagnoses and prioritises the support of the four core elements of language, attention, processing and working memory. All teachers are supported to develop their understanding and professional practice in this respect, both on arrival and throughout their employment, through high-quality, nationally-accredited training delivered in-house.

Class-sizes are small, with a maximum of 15 pupils, and almost all pupils receive timetabled support through the on-site Learning Development Centre which comprises Speech and Language Therapists, Occupational Therapists and specialist Dyslexia-qualified Literacy and Numeracy Tutors.

Judged 'Outstanding' by Ofsted in its last five School inspections, our most recent inspection (March 2023) graded More House School 'Outstanding' overall, and 'Outstanding' in each of the six sub-sections of the report. The School's provision for residential boarders was most-recently inspected in November 2023 and likewise graded Outstanding in every respect. More House is CReSTeD approved, listed in their Specialist Schools category, and is an active member of the Independent Schools Association and the Boarding Schools' Association.

The School is set on a wooded hillside in nearly thirty acres on the Hampshire/Surrey border and within the Surrey Hills Area of Outstanding Natural Beauty. Attractive modern facilities lie above the playing fields. London Waterloo is one hour away by train from close-by Farnham railway station, and there is easy access to the M25, M3 and A3 major routes. Guildford is twenty minutes' drive away, Basingstoke twenty-five, and Southampton an hour.

In recent years, the School has built its School of Engineering and CAD facilities, opened a new Humanities block and School Chapel, completed our brand-new library and Media Studies centre, and grown our learning support facilities. 2018 saw the expansion of the campus and the conversion of a large domestic building into our new Sixth Form centre, which was opened in January 2019, improving further the facilities for both teaching and independent study. In December 2022, we installed a new Strength and Conditioning fitness gym for students and employees. Future plans include an ambitious building project improving further our Science laboratory facilities, extending the School's medical surgery and improving facilities for therapeutic counselling. We are also seeking planning permission for another project which will realise increased resources for Sports.

Teaching and support staff join the School from a variety of backgrounds. Many employees have worked at More House for a number of years, but the School has supported numerous teachers through their initial teacher training, and more through their Early Career Framework. Those already qualified may have previous experience in the state-maintained or independent sectors, and may have previous experience supporting learners with specific learning and language difficulties, or may not.

Adults with a genuine wish to develop their skills in making learning opportunities successful for neurodiverse learners thrive at More House School. The School provides a high level of support and training for all teaching and support staff, affording the development of confidence, skill and qualifications in helping pupils to overcome the potential barriers to achievement posed by their difficulties. The School also provides training for many other external professionals and other schools, and on behalf of the Independent Schools Association.

The School is characterised by a continuous pursuit of excellence and improvement in all aspects of its provision, in order to realise the best possible experiences and outcomes for all pupils. All our staff are united by a shared commitment to the School's vision and mission, and by our values of Kindness, Spirit and Responsibility.

About the department

The English department comprises six classrooms in the centre of the campus, with additional rooms used for the teaching of some Key Stage 2 and 5 lessons. There are nine teachers and a department assistant within the department, who share a strong sense of team-spirit, with much collaborative work and mutual support. The department supports the School's pupils to achieve extraordinary success at GCSE, and A' Level English Literature, in spite of pupils' neuro-diverse learning profiles.

Recently, the School's library and two librarians moved into a newly purpose-built, much larger space next to the main English department classrooms. This capital project supported the school-wide commitment to developing pupils' language and literacy skills, and instilling a love of literature in a broad sense. This was recognised and celebrated in our recent Ofsted school inspection report.

Class sizes are small (up to fifteen) and there is ample opportunity for boys and teachers to get involved in the school's extensive extra-curricular programme. The highly creative and enthusiastic teaching team is keen to support the children in accessing the curriculum and encourages the boys to recognise their academic and extra-curricular potential. A key element of the school, evident through all departments, is the offer of a strong pastoral provision, recognising that the boys may perceive their previous educational experience as a failure, and they therefore need to develop their trust in the school, teachers and themselves.

About this Post

This is an exciting opportunity for an enthusiastic, talented teacher - either qualified, or a graduate seeking to commence an exciting career in teaching English - to develop their enjoyment and expertise in delivering the teaching and learning of English and Literature for pupils aged eleven to eighteen, including GCSE and possibly A Level, depending on applicant. There may also be an opportunity to teach Sixth Form students supporting them in their GCSE English Language resit or guiding them through A level Literature. The candidate should be an adaptable and self-reflective professional who is capable of working collaboratively within a supportive team. Above all, the successful candidate will love the study of English in all its many forms, with the ability to communicate that passion to his or her pupils.

In addition to the commitments of the teaching timetable, the post-holder will be a form-tutor within a year-group team, supported and led by a Head of Year. They will also be required to lead an extra-curricular after-school activity on one afternoon a week from 4.30 pm until 5.30 pm during term-time. The post-holder will also participate in the supervision-duty programme, responsible within a team of staff allocated to duties at lunch and break-times, and other times as is necessary. The writing of reports and completion of other documentation, and the attendance at parent consultation evenings is required.

The above list of duties is not exhaustive, and the post-holder may be required to perform such other duties as may be, from time to time, deemed necessary by the Headmaster. This is a non-residential post.



About this Post

Training:

Teachers with a genuine wish to develop their skills in making learning opportunities successful for neuro-diverse learners thrive at More House School.

The School provides staff with extensive, specialist training in developing practice effective in supporting intelligent pupils with literacy and developmental language weaknesses, and associated special educational needs, to succeed and to transform their futures.

Within their first year, new members of the staff are supported through a programme of weekly induction-training sessions, delivered on Monday afternoons from 4.30 pm to 5.30 pm.

During this first year, staff new to the School also complete the School's fully-funded and nationally-accredited Level 3 Award 'Effective SEND Support'; a twelve-week, tutored and supported study course with opportunities for further progression.

This training complements the School-wide, continuous programme of INSET training and preparation days and other ongoing training and development opportunities. The School is strongly committed to supporting teachers' career development.

More House School offers an Initial Teacher Training (QTS) package to appropriate employees. Where applicable, such an employee would receive close mentoring and support during their first year in the School; after the first year of employment the School will fund, and support the unqualified teacher to complete their PGCE with accredited Qualified Teacher Status (QTS) with Buckingham University, allowing them to progress to the Early Career Framework (previously Newly Qualified Teacher) programme within the School afterwards.

Relationships:

- The post-holder is responsible to the Headmaster in all matters, is supported by the Head of Department in respect of academic matters, and the Head of Year in respect of pastoral matters.
- The position includes the normal duties of form tutor.
- The successful applicant must also interact effectively on a professional level with colleagues, and seek to establish and maintain productive relationships with all.

Personal Specification

ESSENTIAL

DESIRABLE

QUALIFICATIONS

Undergraduate English degree or degree evidencing relevant interest, knowledge and skill.

Qualified Teacher Status (QTS), or Qualified Teacher Learning and Skills (QTLS).

SKILLS AND EXPERIENCE

Strong subject-knowledge, and knowledge of the Key Stage 3 and 4 English curricula, including the syllabi requirements of GCSE English Language.

Experience of classroom teaching for Key Stage 3 and GCSE English (Language and Literature), including evidence of excellent student progress. Awareness of the syllabi requirements of A Level English with confident subject-knowledge, and experience of delivery.

An ability or potential to teach and differentiate for intelligent pupils with different learning challenges (much guidance and training is provided).

Experience in teaching and supporting pupils with specific learning difficulties, developmental language disorders and associated conditions.

Ability to make effective use of strategies to motivate and engage all pupils as effective learners and to promote good student relationships and outcomes.

Experience of delivering extra-curricular activities, including educational visits.

Evidence of a commitment to own professional development in relation to teaching and study of English.

Recent professional development relative to the subject area.

Competence with basic Information Technology applications, including those within the Office 365 suite.

Experience of using a school Management Information System (MIS), such as SIMS, iSAMS or Engage. (The School uses Engage).

Ability to create a stimulating learning environment to inspire pupils.

Personal Specification

ESSENTIAL

DESIRABLE

PERSONAL ATTRIBUTES

Strong sense of humour, optimistic enthusiasm and inclination to embrace challenge.

Evidence of resilience and professionalism in the face of challenge. Readiness to identify and respond with appropriate initiative to new challenges.

Excellent interpersonal and communication skills demonstrating an understanding of, and commitment to, professionalism and teamwork.

Excellent standard of written English and attention to accuracy.

Commitment to promoting confidence, aspiration and a sense of self-efficacy amongst our pupils.

Energy, enthusiasm, flexibility and determination to succeed.

Understanding of own strengths and areas for development.

Excellent time-management and prioritisation skills, and ability to work under pressure and to deadlines.

Perseverance.

Strong and secure personal commitment to the school's ethos and aims, promoting the best possible outcomes for pupils.

Ability to demonstrate sound judgement and decision-making skills.

Hours:

8.20 am until 4.30 pm four days a week during term-time and 8.20 am until 5.30 pm one day a week during term-time (involvement in the after-School clubs programme). Additionally, within the first year only, new staff are required to attend the Monday afternoon induction training programme, from 4.30 pm until 5.30 pm).

(Note: academic terms are typically shorter than those in the state-maintained sector, and School holidays are therefore significantly longer).

Attendance at school events outside these hours from time to time, as well as a few INSET days towards the beginning or end of school holidays. It is expected that some time will be spent during school holiday periods in developing the department and preparing teaching opportunities and materials.

Remuneration and support:

- Annual salary, paid in monthly instalments: extremely competitive and in accordance with qualifications, experience and recognised skills;
- Pension - (defined contribution scheme with employer's contribution at 21.3% including Death In Service and Income Protection benefits) – there is a different option: eligible employees may choose to remain in the Teachers' Pension Scheme (TPS) but make up the difference in employer's contribution from a cap of 21.3% to the TPS requirement, through adjustment in salary – further information is available;
- Sick-pay;
- Employee Assistance Programme;
- Cycle to Work Scheme
- Free on-site parking within the School's beautiful grounds;
- Excellent lunchtime meals at no cost in the School's refectory;
- Free use of the School's fitness gym facilities;
- Comprehensive induction programme offered including fully-funded and nationally-recognised L3 SEND qualification, and ongoing professional development, including further specialist qualifications, supported through INSET days and training opportunities.


Safeguarding:

This role is deemed to be one of working in regulated activity, meaning that the post-holder may expect to come into unsupervised contact with children and young people frequently in the discharge of their duties on-campus. As such, the expectations of conduct, required of all adults working at More House School, apply to this position, as does a full Safer-Recruitment vetting process of any appointee. A key responsibility of all adults working within the School is that of ensuring the effective safeguarding of all children and young people, through adherence to the School's policies; full training is given.



TO APPLY

To apply, please visit the vacancies page of our School website and complete the Teacher and Therapeutic Staff Application Form:

	<p>Teaching and Therapeutic Staff Application Form</p> <p>Please supply a full history in chronological order (with start and end dates) of all employment, self...</p> <p>More House School /</p>
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Interested candidates are welcome to make an appointment to visit the school for an informal visit in order to learn more about the role and setting.

The School reserves the right to interview appropriate candidates in advance of the above-named dates, and to appoint. Interested candidates are therefore strongly urged to submit their application as soon as possible.

This post is subject to an Enhanced DBS clearance and the receipt of satisfactory references before a formal job offer is confirmed.

More House School is firmly committed to safeguarding and promoting the welfare of children and young people.