



TEACHER OF HUMANITIES GEOGRAPHY & FIELD / ECOLOGY

MORE HOUSE SCHOOL, FRENHAM



Overview

Part-time (0.6 FTE), non-residential, permanent position for September 2024, or as soon as possible thereafter.

A qualified teacher, or ambitious graduate seeking to commence a career in education, is sought to teach Humanities (Geography and Field / Ecology Specialism) primarily to pupils from Year 7 upwards, including GCSE and A Level Geography and BTEC Level 3 in Countryside Management.

Our teachers are inspiring and creative, supporting one another in transforming the futures of intelligent 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 successful candidate will work in the Humanities department, within a team delivering History, Religious Studies and Geography, including Physical Geography and land-based courses such as BTEC Level 3 Countryside Management. Geography-related subjects are taught to pupils from Year Four to Year Thirteen, including the delivery of A Level and GCSE courses, and preparation for university study. The Humanities Department comprises five classrooms in the centre of the campus with additional rooms used for the teaching of some lessons. There are three full-time teachers and two part-time teachers within the department where there is 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, and there is a strong uptake for each of the subjects.

About the Post

This is an exciting opportunity for an enthusiastic, talented teacher - either qualified, or a graduate seeking to commence a career in teaching Geography and Land-based subjects. The successful candidate will be a driven, adaptable and self-reflective professional who is capable of working collaboratively within a supportive team, ready to design and deliver an engaging programme which fosters a keen interest in land-based studies.

In addition to the commitments of the teaching timetable, the post-holder will be a form-tutor, supported and led by the Head of Year. This role requires the post-holder to liaise with teaching staff and parents to support the emotional wellbeing and personal development of pupils, and to develop pupils' organisational skills. Like all full-time staff, the post-holder will also be expected to lead one extra-curricular, after-school activity, on one afternoon a week from 4.30pm until 5.30pm during term time. They 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 attendance at parent-consultation evenings and other School events, are elements of the role.

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.

A comprehensive induction programme is offered, and ongoing professional development is supported through INSET days and training opportunities. Lunch is provided free of charge, daily, as is parking within the School's beautiful grounds.

More House School offers a teacher-training 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 pay for, and support the unqualified teacher to complete their PGCE with accredited Qualified Teacher Status with Buckingham University, allowing them to progress to the Early Career Framework (previously Newly Qualified Teacher) programme within the School afterwards.

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 Geography degree or degree demonstrating relevant interest, knowledge and skill.

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

SKILLS AND EXPERIENCE

Strong subject knowledge that affords confidence in delivering the syllabi for environment and physical geographical courses at GCSE and Sixth Form Level.

Experience of teaching GCSE and A Level Geography including evidence of excellent pupil progress.

Experience of teaching BTEC Level 3 Countryside Management.

Experience of working in the environment, sustainability, or land-based sectors.

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 Photography.

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.

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 two days a week during term-time and 8.20 am until 5.30 pm one day a week during term-time. 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

Please visit our website and complete the online application form:




Teaching and Therapeutic Staff Application Form

Please supply a full history in chronological order (with start and end dates) of all employment, self-employment and...

 More House School /



SCAN



Interested candidates are welcome to make an appointment to visit the school for an informal visit.

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.