

Director of Sport

More House School, Frensham



Overview

Permanent, full-time, non-residential, position, for January 2023 or earlier.

The Headmaster seeks to appoint an outstanding Director of Sport to lead the Physical Education department across the School, inspiring pupils towards the highest levels of engagement and achievement in sports and fitness.

An exciting time, the School is currently seeking planning permission for a new Multi-use Games Area (MUGA; full-size U16s football and hockey) and new sports pavilion.

The Director of Sport will provide leadership for all aspects of Physical Education at More House School, including curriculum from Year Four to Year Thirteen, extracurricular sporting activities, and supporting the boarding team in developing their physical education programme.

About the Department

Located at the heart of the school, the Physical Education department affords pupils superb opportunities and experiences, delivered both within the timetabled curriculum and through extra-curricular activities. Physical Education is a vital element of our offering and improving the School's sports facilities is at the fore front of our strategic School Development Plan.

Current staffing arrangements comprise five P.E. teachers and a graduate sports assistant, and facilities include an outdoor, heated swimming pool, sports hall with spinning suite and changing rooms, hard games-area and extensive playing fields. The School is currently awaiting planning permission to lay down a multi-use games area in the form of a full-size under 16s football and hockey all-weather pitch, together with a new pavilion comprising two changing rooms, storage, and a hospitality space.

The department teaches Physical Education to all pupils from years Four to Eleven and delivers BTEC Level 2 and 3 Sport. Class-sizes across the school are small, with a maximum of fourteen. The P.E. team embraces the challenges associated with supporting talented athletes to excel across a breadth of disciplines, whilst fostering confidence amongst those pupils who, perhaps for sensory, weak-language skills or developmental coordination reasons, are less able in the subject.

Pupils represent their School-houses (Cobbett, Knight, Hawthorn and Sturt) in myriad in-school competitions. The School is also heavily engaged in collaboration with other schools, through a strong inter-school fixtures programme and opportunities afforded by the Independent Schools Association, offering regional and national competition.

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 490 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. Class-sizes are small, with a maximum of 14 pupils.

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. All boys who attend More House are individually timetabled, with many receiving support through the on-site Learning Development Centre and its qualified therapeutic staff. Judged 'Outstanding' by Ofsted in its last four School inspections, our most recent inspection (March 2019) graded More House School 'Outstanding' overall, and 'Outstanding' in each of the six sub-sections of the report. More recently, the School's provision for residential boarders was judged to be Outstanding in its 2020 and 2022 Ofsted inspections. More House is CReSTeD approved, listed in their Specialist Schools category, and is a 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.

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 site 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 the current academic year, we hope to commence work on a substantial project to improve the School's facilities for sports. This project forms one element of a much more ambitious strategic development plan realising our organisation-wide commitment to continuous improvement in all aspects of our provision, including the campus, and expanding our outreach work, training other professionals.

Teaching and support staff join the School from a variety of backgrounds. Many have worked at More House for a number of years, but the School has supported several teachers through their initial teacher training, and more through their NQT statutory induction (newly, the 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 neuro-diverse 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.

About this post

The Headmaster seeks to appoint a permanent Director of Sport, who will be responsible for planning and leading the growth of Sport and Physical Education, within the curriculum and beyond. The successful candidate will have overall responsibility for all Physical Education and Sport across the School, including implementing a comprehensive after-school sports-activities programme.

General key responsibilities:

- To provide outstanding leadership to the Physical Education department, setting ambitious targets to ensure that teaching and learning is outstanding, and enables all pupils to make consistently high levels of progress, and to encourage maximum participation and enthusiasm;
- To manage a well-balanced, inclusive internal and inter-school competitions and fixtures programme;
- To co-ordinate the programme of sporting-based extracurricular activities, ensuring a wide range of quality and enjoyable activities are offered to all pupils, including weekly and termly boarders;
- To undertake regular quality-assurance checks within the department to ensure that the highest standards are being achieved in all aspects of the department's work. This will include regular work scrutiny and teaching observation, and ensure a high regard for Health and Safety;
- To share best practice and ensure consistency in the delivery of all Physical Education subjects through department meetings and more-widely shared minutes;
- To lead the department's strategic planning and self-evaluation processes with regular reflection on the department's Self Assessment Report (SAR) and Quality Improvement Plan (QIP) including the promotion and delivery of all extra-curricular activities;
- To act as a role model to others, demonstrating high standards of professionalism in all aspects of leadership;
- To contribute to wider whole School policy.
- The post-holder will be responsible to the Headmaster and will report to, and be supported by, the Deputy Head (Curriculum). S/he will work proactively with all members of the School to create an open, valuable working relationship which thrives on using the knowledge and expertise of individuals and groups to produce optimal outcomes for pupils, including advising on recruitment and retention of staff.

About this post

Specific duties include:

- To facilitate a broad range of Physical Education based activities in line with our '24-hour curriculum' in conjunction with staff, students and the wider community;
- To complete all administrative tasks in a timely and accurate manner including ensuring that appropriate arrangements are made for examination and assessment entries and other statutory requirements;
- To design and implement departmental policies that complement School procedures including Health and Safety Policies and Risk Assessments;
- To provide support to departmental staff, to enable them to implement effectively the policies of the School and Physical Education Department; this includes new staff induction;
- To oversee the department's budget, ensuring that the use of financial resources has a clear impact on improving student outcomes, and that physical resources are maintained effectively;
- To safeguard and promote the welfare of all pupils;
- To support the Headmaster and the Deputy Head (Curriculum) in activities around recruitment and retention of staff within the Physical Education Department;

In addition to the commitments of the teaching timetable, the post-holder is likely to be a form-tutor, supported and led by the Head of Year. They will 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 post-holder may be required to perform such other duties as may be, from time to time, deemed appropriate 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.

Relationships:

- The post-holder is responsible to the Headmaster in all matters, is supported by and reports to the Deputy Head (Curriculum) in respect of academic matters, and the Head of Year in respect of pastoral matters.
- The successful applicant must interact effectively on a professional level with colleagues and pupils, and seek to establish and maintain productive relationships with all.

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.

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

During this first year, new staff also complete the School's 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 pay for, 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.



Personal specifications

Essential	Desirable
Qualifications	
Undergraduate degree evidencing study in a relevant subject area.	Qualified Teacher Status
	Relevant sports-coaching qualifications, awarded by recognised national bodies.
Skills and Experience	
Experience of teaching Physical Education within a school environment, state-maintained or independent, mainstream or special needs.	Experience of leading colleagues in accordance with a specific responsibility, project or event.
An ability to teach and differentiate for intelligent pupils with different learning challenges (much guidance, training and support is provided).	Experience in supporting pupils with specific learning difficulties, developmental language disorder and associated social and communication difficulties.
Experience of leading sports-focused activities.	Experience of classroom teaching at GCSE and or BTEC Level 2 / 3 Sport, including evidence of excellent student progress
Ability to make effective use of strategies to motivate and engage children and young people in sports and fitness, and to promote good student relationships and outcomes.	Experience of delivering extra-curricular activities, including fixtures. Qualification to drive a manual, 17-seater (including driver) minibus.
Evidence of a commitment to own professional interest and development in relation to Physical Education.	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).

Personal specifications

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. Ability to support and challenge colleagues, positively and in order to secure their engagement for the benefit of students.	Able to accept accountability for the contributions of others, and thus confident to communicate with colleagues in order to ensure their engagement and contributions are timely, and effective in supporting students.
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. Commitment to promoting confidence, aspiration and a sense of self-efficacy amongst our pupils.	
Professionalism and reliability, able to demonstrate sound judgement and decision-making skills, appropriate to an adult working within the children's workforce.	Excellent standard of written English and attention to accuracy.

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.



Hours, remuneration and support

Teaching staff are required to be on-campus and ready to commence their work by 8.20am. Timetabled lessons and form-time conclude at 4.20pm, and teaching staff are involved in the after-school activities programme until 5.30pm (not necessarily every afternoon). *(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 at INSET days towards the beginning or end of School holidays.

Remuneration and support:

- Annual salary, paid in monthly instalments: extremely competitive and in accordance with qualifications, experience and recognised skills
- Pension (Teachers' Pension Scheme)
- Sick-pay
- Employee Assistance Programme
- Free on-site parking within the School's beautiful grounds
- Excellent lunchtime meals at no cost in the School's refectory
- Comprehensive induction programme offered including nationally-recognised L3 SEND qualification, and ongoing professional development supported through INSET days and training

To apply

To apply, please submit a completed application form, for the attention of the Headmaster, Mr Jonathan Hetherington, to Mrs Faye Carpenter, the HR Manager, at hr@morehouseschool.co.uk or by post to:

More House School
Moons Hill
Frensham
Farnham
Surrey
GU10 3AP

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.

Closing date for applications: Tuesday, 28th June, at 5pm.

Interviews expected to be held on: Week commencing Monday, 4th July.

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.