



HEAD OF MUSIC

MORE HOUSE SCHOOL, FRENESHAM



Overview

Full-time, permanent, non-residential position for September 2024 or January 2025.

The Music department at More House School transforms the lives of very many of our pupils. Young boys who arrive at our School with very little self-esteem experience exceptional opportunities, discovering their hidden natural aptitudes across all musical genres, empowering their confidence and self-belief.

Following the department's incredible success under the leadership of Mark Place over more than two decades, we seek an inspirational Head of Music to deliver transformative experiences for our pupils. Likely to hold particular experience and interests in jazz, musical theatre and music technology, our new Head of Music will be innovative in supporting children, who find learning difficult, to find their musical strengths, and will complement the skills of the existing departmental staff team.

A beacon of best-practice in aspiration for children and young people with literacy and language-related learning weaknesses, and with excellent facilities, the More House Music department has performed on various international tours and local stages, boasting a large number of ensembles including an acclaimed jazz band, brass ensemble, concert band, chapel choir, junior band, woodwind group and senior choir. Class music is taught at all ages, including through our Junior Band Scheme (years Four to Six), GCSE and A' Level Music. There is frequent collaboration with the Drama department to stage fantastic musical theatre productions, which have resulted in performances at the Edinburgh Fringe.

Our new Head of Music will be an experienced teacher, who may hold Qualified Teacher Status or may be an ambitious graduate seeking QTS.

Our teachers empower our pupils to transform their futures.

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

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

Our Music department is situated in the spacious Bradbury Music School. The department has been significantly developed and enhanced over the past 20 years, and the curriculum and courses offered too. The Bradbury Music school comprises a band-rehearsal room, dedicated classroom, Music I.T. suite, chamber-concert hall, studio and six practice rooms including an external purpose-built drum studio. The resources in the Bradbury Music School are excellent and include two grand pianos, as well as standard uprights and Clavinovas. The music classroom is equipped with a full set of keyboards, acoustic guitars and percussion. We have a full range of orchestral percussion and a steelpan orchestra. The Chapel of Christ the King houses a Wyvern Pastoral Chamber Organ, with which the Chapel Choir rehearse and perform weekly.

Music lessons are delivered across the four key stages with KS2 pupils learning in an American Band environment; we have a full stock of concert band instruments that are loaned to the pupils in this age range. KS3 lessons are taught in the main classroom through various units including Keyboard Skills, Graphic Scores, Folk Music, Samba, Blues, Minimalism, and Music and Media. We offer the Eduqas GCSE Music and A' Level courses at KS4 & 5. Extra-curricular activities and ensembles currently include Church Bellringing, Concert Band, Jazz Band, Dixieland Band, Choirs, Saxophone Ensemble, Handbell Club and Clarinet Ensemble.

The School affords its pupils ambitious experiences and in recent years, ensembles have performed in Cuba, New Orleans, Toronto, the Lake Garda region, Salzburg, and at G-Live in Guildford. In March 2024, the jazz band performed in New York. As members of the Independent Schools Association, our pupils access regional and national competitions.

It is an exciting and busy department, supported by a wealth of visiting instrumental teacher resource offering pupils a very wide breadth of opportunity to develop their musical curiosity and talent. The department has an excellent reputation both locally and further afield, sharing its expertise widely, and has pride in setting the highest standard in musical opportunities and successes for neurodiverse pupils.



About this Post

At More House, Music is pivotal not just to the curriculum but also to the wider school. This is an extremely rare opportunity to work alongside our remarkable pupils and to lead the development of our Music curriculum, department and staff team in the years ahead.

Our new Head of Music will be an exceptional teacher, inspiring pupils to feed their musical curiosities across the broadest range of genres and to engage in a rich array of musical activities. S/he will receive exceptional in-house specialist training, provided to all new More House School employees, to become expert in enabling our young people to excel musically, in spite of challenges associated with developmental language weakness and Specific Learning Difficulties, including attention deficit, weak Executive Function, high-functioning autism and Developmental Coordination Disorder.

They will lead a staff team comprising two full-time teachers, including the Head of Department, and one 0.8 full-time equivalent experienced teacher, plus a large team of self-employed peripatetic instrumental music teachers. Through their leadership, s/he will energise colleagues towards a shared vision for the department's work, aligned with the school's vision, mission and values.

The position includes the teaching of Music at all ages (Year Four to Thirteen), including involvement in the Junior Band scheme for Junior years pupils, classroom Music in years Seven to Nine, and the delivery of GCSE and A' Level Music (alongside members of the current staff-team). The Head of Department will also take responsibility for the design of the Music curriculum at all ages, working collaboratively with departmental colleagues to ensure suitable schemes of work. S/he will ensure all elements of relevant examination syllabi are addressed effectively, communicating closely with departmental colleagues, the Deputy Head (Academic) and the Examinations Officer.

Overseeing the arrangements for self-employed visiting instrumental-music teachers and strong involvement in leading extra-curricular music activities in the form of various ensembles are important aspects of the role. Such ensembles rehearse during morning assembly times, at lunchtimes and in the 4.30 pm to 5.30 pm after-school clubs and activities period. It is hoped the new Head of Music will assume direction of the jazz band – our principal ensemble.

Involvement in leading and supporting performing arts events is an exciting element of the position, including collaborating with Drama department colleagues on musical theatre productions, delivering evening and less-formal lunchtime music concerts, and supporting the Carol Service, Easter Service and Founder's Day. It has become a long-standing tradition for the jazz band and steelpan orchestra to perform at the annual Frensham Fayre, affording pupils valuable performance opportunities.

In addition to the commitments of the teaching timetable, the postholder will be a form-tutor, supported and led by the Head of Year. This role requires the postholder to liaise with teaching staff and parents to support the emotional wellbeing and personal development of pupils, and to promote the development of pupils' organisational skills. As with all teaching staff, the successful candidate 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.

There is no Saturday school and Open Days take place during the normal working week. 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.

Training:

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

The School provides staff with extensive, specialist training in developing classroom and wider 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, new staff also complete the School's fully-funded and CPD nationally-accredited Level 3 Award 'Effective SEND Support'; a twelve-week, tutored and supported study course with opportunities for further progression.

The above 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. For experienced teachers, there is a speedier assessment-only route.

Relationships:

- The post-holder is responsible to the Headmaster in all matters, is supported by and reports to the Deputy Head (Academic) in respect of academic matters, and the Head of Year in respect of pastoral matters.
- Strong, collaborative and mutually-supportive working relationships with other specific roles are essential, especially including with the Head of Drama, Lay-Chaplain, Director of Staff Training and Development, Examinations Officer and Head of Estates.
- The position includes the normal duties of form-tutor within a year-group pastoral team led and supported by the Head of Year.
- The successful applicant must interact effectively on a professional level with colleagues and pupils, and seek to establish and maintain productive relationships with all.

Personal Specification

ESSENTIAL

DESIRABLE

QUALIFICATIONS

Undergraduate Music 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 Key Stages 2, 3, 4 and 5 Music, including the requirements of GCSE and A' Level.

- Experience of classroom teaching for Key Stages 2-5 Music, including evidence of excellent student progress.
- Experience of leading A' Level Music teaching.
- Experience of Music curriculum design.

Experience directing youth musical ensembles, including in preparation for recorded or live performances.

- Experience leading and rehearsing jazz ensembles.
- Experience as musical director for youth musical theatre productions.

Expertise with musical technology, including software applications to support musical composition, and with recording-studio equipment.

- Experience using Sibelius and Cubase software.
- Experience teaching aspects of music technology.

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 (SpLD), Developmental Language Disorder (DLD) and associated special educational needs.

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 and musical tours.

ESSENTIAL

DESIRABLE

SKILLS AND EXPERIENCE (continued)

Evidence of a commitment to own professional development in relation to the teaching of Music.

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, iSAM or Engage. (The School uses Engage).

Ability to create a stimulating learning environment to inspire pupils and colleagues.

Experience of leading a team of colleagues as part of a project or position of longer-term responsibility, securing engagement and commitment towards shared goals.

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, affording effective communication with pupils, parents and professionals.

Excellent standard of written English and attention to accuracy.

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

ESSENTIAL

DESIRABLE

PERSONAL ATTRIBUTES (continued)

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:

8.20am until 4.30pm three days a week during term-time and 8.20 am until 5.30 pm two days a week during term-time. Additionally, within the first three terms only, new staff attend the Monday afternoon induction training programme, from 4.30 pm until 5.30 pm).

There is no Saturday provision other than for the very few full-boarders, and there is no requirement for teaching staff to attend School during the weekend, other than once a year, for Founder's Day. School open days typically take place during the normal working week; not at weekends.

(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 recognising the seniority of the post, 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;
- Parking – free on-campus parking within the School's beautiful grounds;
- Meals – excellent meals whilst working, at no cost in the School's refectory;
- Fitness gym – free use of the School's fitness gym facilities;
- Comprehensive induction programme offered, including fully-funded and nationally recognised L3 SEND Award, and ongoing professional development supported through INSET days and training opportunities.

Diversity statement:

More House School is committed to being an inclusive employer with a diverse workforce. We encourage applications from people from the widest possible diversity of backgrounds, cultures and experiences – including people with disabilities and ethnic minority candidates. Our aim is that our employees will be representative of all sections of society and each person feels respected and able to give of their best.

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:



Teaching and Therapeutic Staff Application Form

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

[More](#) [House](#) [School](#) /

If you seek a part-time position, please make this explicit in your application.

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.