



# DEPUTY HEAD (ACADEMIC)

More House School, Frensham

Leaders in inclusive, aspirational education for children and young people with literacy and language-related special educational needs.



**CReSTeD approved Specialist School**  
**Rated Outstanding by Ofsted (2023)**



# Overview

**Full-time, permanent, non-residential position for January 2026 or April 2026 – for the right candidate, a September 2026 start may be possible.**

**The Headmaster and governors invite applications from ambitious and highly experienced senior or middle leaders for the post of Deputy Head (Academic), assuming leadership and responsibility for all aspects of the school's academic curriculum, pupils' academic progress and achievement, and their progression beyond the school.**

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

Located south of Farnham on the beautiful Surrey and Hampshire border, More House School is an independent boarding and day school for more than 500 boys aged 8 to 18, delivering a broad and rich mainstream, academic curriculum across key stages 2, 3, 4 and 5, including GCSE, A' Level, BTec and university entrance. The school is celebrated as a national centre of excellence, and is consistently awarded the highest grade in inspection.

Pupils are clever and empowered to overcome the barriers posed by their special educational needs. All pupils take a breadth of GCSEs and most continue in the school's Sixth Form (of approximately 80 students). Despite all pupils facing adversity in their learning, More House School achieves public exam results above the national averages at GCSE and A' Level, and a majority of leavers progress to university.

The Governors and Headmaster now seek an inspirational leader who, supported by senior colleagues, will drive our culture of collaboration and high-aspiration, taking a leading role in shaping the school's forward approach to inclusive and empowering teaching and learning.

With proven experience in bringing people together and leading teams to improve, our new Deputy Head (Academic) will recognise the opportunities this role provides, and will demonstrate collaborative leadership skills to unite colleagues in designing and implementing innovative, effective solutions that maximise benefit for pupils in accordance with the school's vision, mission and values. S/he will be highly ambitious for themselves and for all pupils, determined in identifying and pursuing opportunity for continued improvement of our provision.

The Deputy Head (Academic) is a member of the Core Leadership Group (CLG) and wider Senior Management Team (SMT). Reporting directly to the Principal Deputy Head (Head of School), s/he will work very closely with him, and with the other members of the CLG to deliver the school's vision and mission. As a Deputy Head, the postholder will be required to deputise for the Head of School and the Headmaster as required.

### **Our Vision:**

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

### **Our Mission:**

*To empower our pupils to transform their futures.*

### **Our Values:**

*Kindness - Spirit - Responsibility*

# The School

Nationally celebrated, More House School provides an exceptional and inclusive 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 86-year history of supporting boys with additional challenge in their educational experience. Now with 510 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 and university-led research. Three quarters 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, designed and 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 (LDC) 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 December 2024 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. Summer 2024 realised two new Science laboratories and refurbished facilities for Media and Photography, and in September 2025 we will open our latest new-build classrooms facility, St Matthew's. We are currently fundraising for our More Than A Pitch campaign to enable the installation of a new all-weather multi-sports playing surface, construction of a new sports pavilion and function room, and a new roadway and parking.

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 our 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.

# The Academic Curriculum

The academic curriculum is designed to expose pupils to as broad as possible a range of academic and vocational learning experiences which promote pupils' understanding of themselves and of their natural aptitudes, awareness of society and the world, and the acquisition of knowledge and skills which enable them to be successful and to progress to an aspirational future. The principle of a wide and empowering curriculum delivered through genuinely inclusive classroom teaching extends across all age-groups. All pupils are prepared for, and study a breadth of GCSEs and equivalent Level 2 BTEC qualifications. In Years Ten and Eleven, every pupil studies a minimum of five GCSE or equivalent courses, although the majority of students study seven or eight, and some study more.



## The Junior Years (Years 4-6)

In the **Junior Years**, pupils are taught by our specialist Junior Years team, and study English, Mathematics, Computer Science, Art, Personal and Social Development, and Project, which comprises Drama, the humanities and Science. They also receive subject-specialist teaching in Design and Technology, Music and Physical Education.



## The Middle Years (Years 7-8)

In the **Middle Years**, pupils experience subject-specialist teaching for all subjects, studying English, Mathematics, Science, Art, Computer Science, Cookery, Drama, Geography, History, Information and Creative Technology, Music, Personal and Social Development, Physical Education, Religious Education, Spanish, and Design and Technology. The Religious Education curriculum provides pupils with an awareness and understanding of different world religions as well as Roman Catholicism. Personal, Social, Health and Economics Education (PSHEE) is delivered to pupils in all age groups throughout the academic year.



## The Senior Years (Years 9-11)

In the **Senior Years**, pupils will have chosen non-core optional subjects to study alongside the core curriculum of English, Mathematics and the sciences. For Year Nine, pupils select six non-core options courses to experience across the course of the year, before making their final non-core options choices ready for Years Ten and Eleven. Their options choices are made from a list of some 21 different non-core GCSE and equivalent Level 2 courses, including Psychology, Sociology, Design, Engineer, Construct (computer-aided design in the digital built environment), Engineering, Media and Photography.

Although they are on offer, pupils do not have to select a humanities subject and do not have to study a modern foreign language. All pupils study for the English Language GCSE, and many also take the English Literature exams as well. All study GCSE Mathematics, and the pathways through GCSE Science include Triple Science (three separate GCSEs), Combined Science (double award) and Level 2 BTEC Science (equivalent to one GCSE). Additionally, pupils continue to be supported through Personal and Social Development lessons.



## The Sixth Form (Years 12-13)

**Sixth Form** students may study a timetable comprising three or four Level 3 courses, which may all be A' Levels, or all BTECs, or a combination; or they may be pursuing a one-year foundation programme supporting them to increase their portfolio of Level 2 (GCSE and equivalent) qualifications, probably including retake English, retake Mathematics, and complemented by a small number of other Level 2 vocational courses. Some students may have a mixed timetable of Level 2 and Level 3 courses. Some students will also pursue the Extended Project Qualification (EPQ). A programme of Personal and Social Development supports the acquisition of independent living skills, and there is a strong UCAS provision.



**Careers education** and guidance is embedded throughout the school, but is especially evident from Year Nine upwards.

In terms of specialist support through the **Learning Development Centre** (LDC), this is included as a timetabled lesson for pupils in the Junior Years and Middle Years, and for pupils in Year Nine. For Key Stage 4, LDC is selected as a non-core options choice by a majority of pupils, ensuring timetabled support. In the Sixth Form, a more bespoke approach to identifying and addressing support needs is delivered.

The school's **academic timetable** of six taught lessons per day repeats fortnightly and thus is spread over ten working days (Monday to Friday), with the tenth day being a Flexi-Friday. On Flexi-Fridays, there is no usual programme of lessons, but a year-group of pupils may be allocated one subject, such as Science, for the whole day, or a younger cohort may have a group of subjects with a common topic or theme addressed through a day of cross-curricular learning. Off-site visits are common on Flexi-Fridays.



# About this post

The Deputy Head (Academic) has responsibility to the Headmaster for the design and implementation of the school's academic curriculum, and for the academic progress and outcomes of all pupils. S/he reports directly to the Principal Deputy Head (Head of School) and provides strategic leadership for, and day to day management of the team of curriculum senior and middle managers, including the Director of Pupil Progress, the Examinations Officer and heads of departments. The Deputy Head (Academic) is supported by a full-time, dedicated Academic Administrator.

The postholder will also deputise for the Head of School and Headmaster as required and be a member of both the Core Leadership Group (CLG) and the wider Senior Management Team (SMT). Chaired by the Headmaster, the CLG comprises the Principal Deputy Head (Head of School), the Deputy Head (Academic), the Deputy Head (Head of Residential), the Assistant Head (Pastoral), the Chief Operating Officer and the Head of the Learning Development Centre, and is the most senior decision-making body within the executive. The postholder will meet regularly with the governors' Teaching, Learning and Therapy Committee, together with other senior colleagues.

## **General Responsibilities**

### **Core Leadership Group (CLG)**

To be a member of the CLG – the most senior executive leadership and management group in the school. In accordance with the CLG Terms of Reference, to share in fulfilling the CLG's four purposes: School Evaluation; Strategic Development; Validation; and Professional Challenge. To demonstrate collective responsibility.

### **Safeguarding**

To safeguard all pupils and children associated with the activities of the school, in accordance with the school's Safeguarding-related policies and procedures.

### **Role**

To act as a deputy to the Head of School and the Headmaster, fulfilling relevant responsibilities in their absence. To provide guidance and advice to the Headmaster and to other members of the Core Leadership Group on all matters, especially those relating to the specific responsibilities of this post. To fulfil the role of critical friend.

## **Specific Responsibilities**

To advise the Headmaster in, assume responsibility for, and provide strategic leadership for all aspects of the following areas of the school's activities, ensuring continuous evaluation of school practice in each area, development planning, implementation of planning and compliance with all relevant regulation.

### **Teaching and Learning**

- Curriculum design and policy
- Room allocations and bookings (academic teaching and learning)
- Academic progress (pupils)
- Staff appointment and development (academic teaching and learning)
- Staff handbook (academic teaching and learning)
- It is anticipated that the postholder will deliver a small element of timetabled teaching within their specialist subject-area (currently up to ten hours a fortnight), be involved in the chairing of pupils' annual reviews (EHCP and non-EHCP) following appropriate training, and participate in the delivery of assemblies

### **Academic and supervision timetable**

- School timetable (academic teaching and learning), including Flexi-Fridays
- Pupil-supervision staffing timetable, working closely with the Assistant Head (Pastoral)

### **Homework**

- Homework policy and timetable
- Systems for setting, recording and communicating homework, taking account of teachers', form-tutors', pupils' and parents' needs

### **Public Examinations and Assessment**

- Arrangements for examinations and formal assessment relating to public and accredited academic courses, including compliance with regulations
- Publication of results and analysis of examination results against Key Performance Indicators (KPIs) – this includes being present on-site for A' Level and GCSE results days and pre-release days to provide oversight and support to the Examinations Officer in ensuring all is ready for publication to candidates and initial KPI analysis is completed to inform internal and external communications
- Internal assessment of pupils' academic progress

### **Management Information System (MIS)**

- Use and development of the MIS, especially relating to the delivery of the academic curriculum and to pupil progress – the school uses Engage

## **Careers**

- Careers guidance and pupil destinations

## **Staff Oversight and support**

- Director of Pupil Progress
- Heads of Departments (academic teaching and learning)
- Cover Manager (academic teaching and learning, and pupil-supervision)
- Examinations Officer
- Head of Sixth Form (for Academic matters)
- Head of Senior Years (for Academic matters)
- Head of Middle Years (for Academic matters)
- Head of Junior Years (for Academic matters)

## **Reporting to Governors**

- Liaison with the governors' Teaching, Learning and Therapy Committee on all aspects of the above
- Submitting regular reports to the Teaching, Learning and Therapy Committee on all aspects of the above

The above list of responsibilities is not exhaustive, but provides an indication of the main areas of responsibility of the role. The post-holder may be asked to fulfil any other additional duties as deemed appropriate by the headmaster. This role-description is subject to periodic review by the headmaster.



# Personal specification

## Essential

## Desirable

Qualifications	
Bachelor's or Master's degree relevant to previous teaching experience.	Post-graduate or other further study relevant to teaching and learning, educational management, or special educational needs.
Qualified Teacher Status (QTS), or Qualified Teacher Learning and Skills (QTLS).	
Skills and Experience	
Substantial professional experience of middle or senior management within a school or other educational environment.	Experience of leading projects involving colleagues to deliver sustainable organisational improvement.
Experience of departmental and organisational self-evaluation, mapping against compliance standards or inspection grade criteria.	Experience of designing improvement plans informed by self-evaluation or external audit.
Experience of preparing and delivering presentations or training to others.	Experience of presenting to large audiences, whether groups of pupils, colleagues, parents, or external to the organisation.
Confident understanding and experience of The Education (Independent School Standards) Regulations 2014, especially Part 1 and Part 2.	Experience of preparing for, and engaging with school inspection, whether ISI or Ofsted, having responsibility for specific aspects of the school's provision.
Strong subject knowledge in an area of curriculum expertise, affording confidence in leading the delivery of the curriculum or syllabi for two or more key stages.	Experience of being responsible for cohorts' public examination outcomes, as a teacher or more widely as a middle or senior leader.
Experience of adapting teaching, and differentiating work and support, for pupils with different learning abilities.	Experience in teaching and supporting pupils with Specific Learning Difficulties (SpLD), Developmental Language Disorder (DLD) 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 leading off-campus educational visits, including residential trips.
Highly-developed relationship-building skills, promoting effective communication and collaboration with all, and securing others' commitment.	Experience of implementing new initiatives, and leading colleagues through change.
Ability to remain calm and pragmatic in the face of significant challenge, demonstrating an ability to assess and prioritise quickly, providing clear direction to others.	Direct experience of managing or intervening in a critical incident or situation in order to reduce risk and realise the best possible outcomes.
Genuine and sustained interest in educational research and political educational policy, demonstrating a strong understanding of the opportunities and threats facing schools and curriculum design.	

## 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.
Well-developed leadership skills, demonstrating a strong ability to identify and articulate a vision which inspires others, and to promote communication and collaboration amongst different groups, fostering an environment of mutual support.	Strong people-management skills, demonstrating effective use, encouragement, support and development of team-members, such that they feel valued and motivated.
Strong ability to empathise and demonstrate compassion whilst ensuring the protection and promotion of essential priorities.	
Restless ambition, for self and team performance, and for own professional development and progression.	
Excellent standard of written English and attention to accuracy, and appreciation of the influence of communication on stakeholders.	
Commitment to promoting confidence, aspiration and a sense of self-efficacy amongst all pupils, empowering them.	
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 vision, mission and values, promoting with tireless energy the best possible outcomes for pupils.	Willingness to encourage and support the Christian ethos of the School, within the Roman Catholic tradition (this post does not require the holder to be a Catholic, or to be of any faith).
Sound judgement and decision-making skills.	

## **Training**

Teachers with a genuine wish to develop their skills in making learning opportunities successful for neurodivergent 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 4.30pm to 5.30pm. During this first year, new staff also complete the school's fully-funded and CPD nationally-accredited Level 3 Award 'Effective SEND Support', 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.

## **Hours**

7.30am until 4.30pm four days a week during term-time and 7.30am until 5.30pm one day a week (Mondays) during term-time (this later time is a requirement only during the first three terms, for the purpose of new-staff induction, although it is recognised that the seniority and breadth of responsibility of the post means that opportunities to meet with colleagues after the school day can be extremely valuable).

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. The teaching day starts with form-time at 8.30am with day-pupils arriving from soon after 8am. The teaching day finishes at 4.20pm, with after-school clubs and activities continuing until 5.30pm, which is the latest time ordinarily when day-boys go home.

Attendance on GCSE and A' Level pre-release and results days to ensure the smooth running of necessary functions and the best experiences of pupils and their families, and of staff. Attendance at school events outside these hours from time to time, as well as In-Service Training (INSET) days towards the beginning or end of school holidays

## **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 be in membership of 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;
- 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, and ongoing professional development 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



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.

**NB – if shortlisted you will be invited to attend a face-to-face interview at the school, at your own expense.**

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.