

Teacher / Head of Drama

(Permanent / Maternity Cover)

More House School, Frensham



Overview

Full-time, permanent Teacher of Drama, and full or part-time Head of Drama Department (maternity-cover) - both non-residential positions, ideally for September 2022 or as soon as possible thereafter.

Either a qualified teacher or ambitious graduate seeking Qualified Teacher Status in the future, is sought to teach or lead Drama, to pupils in Year Four upwards, including at GCSE and Level 3 BTEC Performing Arts. Applications for either role will be considered equally.

Our teachers are inspiring and creative, transforming the futures of intelligent pupils with literacy and language-related additional challenges, by empowering them.

About the Department

Located in the purpose-built Simkins Centre for the Performing Arts, the Drama department affords pupils superb opportunities and experiences, delivered both within the timetabled curriculum, and through extra-curricular activities. The staff-team comprises three teachers, and an ever-creative and inspirational Wardrobe Mistress.

There are very strong links with other departments, and especially with the Music department, located a short distance from the Simkins Centre – both on-campus. The department teaches Drama and Performing Arts to pupils from Year Four upwards, and delivers GCSE Drama, and Level 3 BTEC Performing Arts. Class sizes across the school are small, with a maximum of fourteen. School productions are a strength, and many recent successes have benefitted from collaboration with female pupils from neighbouring schools. Pupils are also able to access LAMDA tuition, delivered as an activity in the afternoons by dedicated teachers.

The School

Nationally celebrated, More House School provides an exceptional, mainstream education for intelligent boys with Specific Learning Difficulties and weaknesses with 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 has also been judged to be Outstanding in respect of its provision for residential boarders, both 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 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.

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 a high level of support and training for all teaching 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

In order to cover maternity-leave, a qualified teacher, or graduate seeking Qualified Teacher Status in the future, is sought to provide leadership of the Drama department. In addition, due to relocation, the Headmaster seeks to appoint a permanent Teacher of Drama, similarly qualified, to teach Drama across the age-range, from Year Four to Year Thirteen. Candidates should be adaptable and self-reflective professionals who are capable of working collaboratively within a supportive team.

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

The post-holders will be able to demonstrate initiative and resilience, and be adaptable. Above all, the successful candidates will love the study of Drama and the theatre, and be able to communicate that passion to their pupils. In addition to the commitments of the teaching timetable, the post-holders are likely each to be a form-tutor, supported and led by the Head of Year.

In addition to the commitments of the teaching timetable, the post-holders 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 writing of reports and completion of other documentation, and attendance at parent-consultation evenings and other School events, are elements of the roles.

The above list of duties is not exhaustive, and the post-holders may be required to perform such other duties as may be, from time to time, deemed appropriate by the Headmaster. These are non-residential posts.



About this 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.

Relationships:

- The Teacher of Drama role is responsible to the Headmaster in all matters, is supported by and reports to the Head of Department in respect of academic matters, and the Head of Year in respect of pastoral matters. The Head of Department will report to, and be closely supported by the Deputy Head (Curriculum) in respect of academic matters, and the Head of Year in respect of pastoral matters.
- The positions include the normal duties of form-tutor within a year-group pastoral team.
- The successful applicants must interact effectively on a professional level with colleagues and pupils, and seek to establish and maintain productive relationships with all.

Personal specifications

Essential	Desirable
Qualifications	
Undergraduate degree or degree demonstrating relevant interest, knowledge and skill.	Qualified Teacher Status (QTS), or Qualified Teacher Learning and Skills (QTLS).
Skills and Experience	
Understanding of a broad Drama and Performing Arts curriculum, and of GCSE and Level 3 BTEC requirements and assessment.	Experience of classroom teaching for Key Stage 3 and GCSE and Level 3 BTEC, including evidence of excellent student progress.
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 disorders (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 delivering extra-curricular activities, including educational visits.
Evidence of a commitment to own professional development in relation to the teaching of Drama and Performing Arts.	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 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.	
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.	

Safeguarding

These roles are deemed to be ones of working in regulated activity, meaning that the post-holders 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 these positions, 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

8.20am until 4.30pm four days a week and 8.20am until 5.30pm one day a week during term-time (after-school club or activity). During the first year, attendance at the new staff induction programme training, from 4.30pm to 5.30pm on Monday afternoons during term-time.

(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 (staff training and preparation) 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, and ongoing professional development supported through INSET days and training opportunities.

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.

Closing date for applications: TBC

Interviews expected to be held on: TBC

Should suitable applications be received in advance of the closing date, the School reserves the right to short-list, conduct interviews and make an appointment earlier than the above closing date. Those interested in applying for the post are urged to submit their applications early.

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.