



DEVELOPMENT DIRECTOR

MORE HOUSE SCHOOL, FRENSHAM



More House School
Rated Outstanding by Ofsted (2023)



Overview

The Governors and Headmaster of More House School seek to appoint a highly skilled, senior fundraiser to design and implement our non-fees related income strategy, securing the future delivery of our charitable mission for children with Special Educational Needs.

Our Mission is:

To empower our pupils to transform their futures.

Our Shared Values are:

Kindness - Spirit - Responsibility



Letter from Jonathan Hetherington, Headmaster

Dear potential applicant,

Thank you for your interest in More House School and our Development Director position. I very much hope this information pack inspires you to consider this unique opportunity within an incredible school.

Our School:

An internationally recognised specialist independent school and UK-registered charity (Gard'ner Memorial Ltd), More House School is the largest and leading school for pupils with special educational needs and disabilities. With an 85-year history, the School has seen rapid growth in pupil numbers over the last thirty years, from 65 to 500, and has repeatedly been graded Outstanding in successive Ofsted inspections over the past decade.

Located on a 30-acre estate in Frensham, on the edge of the Surrey Hills AONB, the School provides residential boarding and day places to a mix of privately funded (40%) and local authority funded (60%) pupils from across the South-East and beyond, and delivers a programme of outreach support and training to schools and educational trusts in both the independent and state-maintained sectors. 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.

Despite often arriving with little self-belief, our pupils develop self-esteem and high aspirations for their futures. In spite of their special educational needs, they realise success above national averages in public examinations and a majority gain entry to university, whilst others follow more vocational routes to further education and employment.

This is an exciting time; the School is planning its next phase of campus development, ensuring the quality of facilities and pupil-experience for the future, and is exploring potential opportunity for significant expansion, so that many more children and young people can access our unique model of education, especially girls.

Our projects:

Our on-campus ambitions comprise capital development projects to refurbish and replace some of our older teaching and learning facilities, investing in the future. They include:

- The Coach House – expanding the school’s medical surgery and providing a dedicated wellbeing and therapeutic counselling suite;
- St Matthew’s – replacing earlier wooden classrooms with three new science laboratories;
- Don Bosco – replacing wooden classrooms with modern facilities for the teaching of Mathematics and Computer Science;
- Sports – construction of an all-weather pitch accompanied by changing rooms and a new roadway.

Beyond our campus, we are currently developing ambitious plans for significant expansion of our provision in order to afford access for many more children with special educational needs, including for female pupils.

The role:

The new role of Development Director reflects our trustees’ commitment to increasing revenue beyond that derived from school fees. We believe our charitable mission, outreach programme, expertise and external validation, inspirational pupil outcomes and market position mean we are well placed to attract philanthropic investment. Supported by our Core Leadership Group and Board of Governors, and reporting directly to the Headmaster, our new Development Director will bring their extensive professional fundraising experience and expertise to design and lead our fundraising strategy, enabling us to raise £2.5m over five years in order to support the realisation of our planned projects.

I hope that this opportunity, to become a key player in the delivery of our charitable mission, excites you and that you are interested in learning more. Potential applicants are warmly invited to visit the school on an informal basis, and I look forward to meeting you.

To learn more, please read through this pack, and explore the appendices.

A handwritten signature in black ink, appearing to read 'J.C. Hetherington', with a large, stylized flourish underneath.

Jonathan Hetherington, Headmaster

The post of Development Director

Main areas of responsibility

Fundraising Strategy and Operations:

You will lead the communication of the case for financial support, defining the School's capital fundraising needs, creating compelling campaigns, propositions and proposals for both high net worth individuals and trusts.

You will develop and implement operational plans to deliver capital campaign income – prioritising major gifts and trusts.

You will build and manage relationships with high net worth prospects and donors, taking responsibility for face-to-face asks, cultivation, stewardship and the direction and briefing of senior volunteers, to secure gifts.

You will manage a systematic approach to trust fundraising, writing bids, forming partnerships and reporting on grants received.

You will implement a legacy fundraising programme to a nascent alumni database.

You will devise and deliver a range of innovative and inspiring engagement events to motivate, cultivate and steward donors, making best use of the School's assets.

You will engage the School staff community behind the philanthropic efforts to strengthen the School.

Senior Volunteer Engagement:

You will ensure that structures are in place for Senior Volunteers to receive the levels of communication and support necessary to maximise their commitment to and support for the capital fundraising campaigns.

Cultivation and Stewardship:

You will act as a public face of the School in relation to the fundraising campaigns, articulately communicating our mission, impact and priority fundraising requirements at public events and in one-to-one meetings.

You will develop and strengthen the understanding of fundraising and its potential for impact on the School community amongst internal stakeholders, shaping a donor centric culture where everyone in the organisation supports development objectives.

Management:

You will manage the professional development and workload of the part-time Fundraising Officer.

You will prepare and deliver quarterly fundraising progress reports and key performance indicators (KPIs) to the Headmaster.

You will support the Headmaster and Board, providing expert advice and advising of any associated risks in regard to all fundraising activity.

You will shape and refine the systems and processes for an effective fundraising operation. You will adhere to and implement the approved School policies in relation to fundraising as well as apply the Chartered Institute of Fundraising standards of best practice and Fundraising Regulator guidelines to fundraising activity.

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.

Governance and leadership

Click to view the **Board of Trustees:**

Board of Trustees



Click to view our **Senior Leadership team:**

Senior Leadership team



Your working relationships

The Development Manager will work very closely with the Chair of Trustees, a governor leading the fundraising efforts, the Headmaster and the Chief Operating Officer (from September 2024). All these posts recognise their involvement in supporting fundraising for the trust.

The Trust has, over the past year, been working with a fundraising consultant who has supported us in reviewing our fundraising, defining our case for support, securing Board commitment to long-term investment in fundraising, and developing a strategy for priority income streams. With this appointment, the consultant will step back but be available for onboarding.

There may be the possibility of future development resource depending on the needs of the capital campaign. The Development Manager will have the opportunity to define and recruit this resource should it be required.

Personal Specification

ESSENTIAL

SPECIALIST KNOWLEDGE AND SKILLS

Director and managerial level fundraising experience.

Proven and personal track record of securing significant philanthropic investment at five and six figure gifts.

Evidence of face to face major donor relationship development and proactive stewardship.

Experience of capital campaign leadership and successful conclusion.

Experience of trust fundraising, bid-writing and reporting.

Evidence of success within a small or medium-sized organisation.

Knowledge of fundraising best practice, and data legislation and best practice.

INTERPERSONAL AND COMMUNICATION SKILLS

Gravitas to command respect and action from a range of stakeholders, senior volunteer fundraisers and supporters.

Ability to communicate persuasively orally and in written form with a variety of individuals /audiences.

Excellent social skills and the personal adaptability to relate effectively to the corporate world, high net worths and trusts.

Ability to engage internal stakeholders to work towards common goals.

Tenacity, drive, imagination and ability to self-direct.

EXPERIENCE AND QUALIFICATIONS

Experience of small team/sole fundraiser environments.

Experience of building a fundraising programme and embedding necessary systems and engagement opportunities.

Track record of fundraising achievement, including in major gifts, trusts and ideally capital campaign projects.

Experience of effective management of development in a not-for-profit environment.

Leadership of boards/committees and fundraising volunteers.

Experience of relationship management databases.

PREFERRED BUT NOT ESSENTIAL

Fundraising or not-for-profit management qualification.

Experience of education fundraising or fundraising for societal change.

Knowledge of legacy programmes, e.g., supporter recruitment and stewardship, or alumni relations.

Communications and branding experience.

ADDITIONAL REQUIREMENTS

Strong and secure personal commitment to the School's ethos and aims, promoting the best possible outcomes for pupils and delivering the School's mission and agreed strategic objectives.

A respect for philanthropy and supporters and a commitment to maintaining the highest ethical standards and utmost confidentiality.

Terms and conditions

- Salary – within the region of £65,000 - £75,000 per annum (commensurate with experience);
- Hours of work – 8.30am-5pm, full time; attendance at School events outside these hours from time to time, including Founder's Day (last Saturday of the academic year; 13th July in 2024);
- Place of work: minimum three days per week at School; two days working from home (within the first year, four days per week at School);
- Pension – Defined Contribution Scheme with employer's contribution of 6%, irrespective of personal pension contributions;
- Annual Leave – Five weeks' paid annual-holiday entitlement, in addition to public holidays;
- Training – we encourage self-development, training and conference attendance through an organisational training budget;
- Sick-pay;
- Employee Assistance Programme;
- Parking – Free on-site parking within the School's beautiful grounds;
- Meals – Excellent meals, fully funded, in the School's refectory;
- Gym – Free use of the School's recently-refurbished fitness and gym facilities.

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

Please visit our website and complete the online application form:



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

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.

Data Protection Statement:

Information provided by you as part of your application will be used in the recruitment process. Any data about you will be held securely with access restricted to those directly involved in dealing with your application and in the recruitment process. Once this process is completed the data relating to unsuccessful applications will be stored for a maximum of 1 year then confidentially destroyed.

If you are the successful candidate, your application form will be retained and form the basis of your personal record. Information provided by you in the recruitment process will be used to monitor More House School Equal Opportunities in employment.

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.

APPENDIX 1

Get more of a flavour of More House School:

Click to view:

Who we are



Life at More House



End of Year Review



Latest News
on Social Media



Our Annual Report
& Accounts



Our impact:

Ofsted (The Office for Standards in Education, Children's Services and Skills)

An "outstanding multi-therapeutic approach is central to the education pupils receive. Therapists, such as occupational therapists, a cognitive behaviour therapist and speech and language therapists, work in close partnership with teaching and boarding staff to ensure that pupils receive seamless support. Pupils are highly appreciative of the therapeutic services they receive and how this helps them in their lives."

Inspection Reports



A pupil's perspective – Hamish (Year of 2022)

I am now in the 2nd year of university at Oxford Brookes. Before More House I found school work tough. Around the age of seven I found out I had dyslexia which for me meant that I found certain topics difficult. I'd get frustrated, I couldn't understand why I couldn't do things as easily as my friends. Moving to More House really changed me. I joined More House in Year 7 and studied to Year 13. Suddenly, I got proper support for my dyslexia. The support they gave socially made my year group feel more like a family than a class. The academic side having smaller classes really helped me, it was outstanding giving that extra bit of confidence with work. It also helped asking for that extra bit of help much easier. I learnt at More House that it's okay to ask for help if you are stuck and you are not expected to know, The More House teachers and learning team made me believe in myself again. I know without their encouragement I wouldn't be at Uni studying Property Development and Planning, playing Lacrosse for the Uni team, coaching kids' cricket during the summer holidays and heading off to Amsterdam soon as part of my degree.

A parent's perspective – Amanda, speaking of her Year 7 son, Joel

Our son has grown in confidence and is calm. After school, he does not need a dark room to calm down. He is not waking me in tears asking what day it is over the weekend because he is dreading Sunday evenings. He is enjoying his lessons and his teachers, commenting on their interest (or passion) in their chosen subjects. This is the FIRST TIME for us as a family that our son has ever been 'happy at school'. He has said so many positive things, but one that stands out is that he wishes we had moved him sooner as the school is so good for him.

A teacher's perspective - Anna

The magic I see daily at More House is transformational. It is about our providing an environment in which it is safe for our pupils to come to terms with who they are, and we help them to see where their natural strengths lie. We see the growth in confidence physically, from new entrants who struggle to maintain eye-contact and cannot tell you what they are good at, to seniors who demonstrate such pride in their school, keen to show visitors around, and to tell them of their plans for university, or for their careers. The combination of the school's own Speech and Language Therapists, Occupational Therapists and Dyslexia Literacy Tutors, with its highly-trained teachers, adapting classroom delivery to make the learning accessible for pupils – so that they achieve beyond what they believed possible – is phenomenal. It is truly an incredible environment.

Names have been changed where necessary to protect confidentiality.

APPENDIX 2

Board Support

Our Board has invested in a fundraising review and strategy and worked over the year to identify the fundraising potential in the More House community – past and present, and amongst trust funders. In agreement with the Headmaster, the time is right to invest in in-house professional fundraising resource to realise our ambitions. The Board will continue to take an active interest in, and directly support the fundraising efforts.

Foundations to build on

You won't be starting from scratch, we have:

- a clear purpose and case for support;
- a Board approved overarching fundraising strategy ready for implementation;
- a supportive group of governors with audited contacts;
- identified trust and major gift prospects;
- a fundraising-friendly culture;
- engaged academic staff to support engagement;
- an outline STEM campaign;
- an existing one day per week Fundraising Officer.