



Teacher of ASDAN (Personal and Social Effectiveness) at More House School

Full time, non-residential, permanent position for September 2022, or as soon as possible thereafter.

A qualified teacher, or ambitious graduate seeking to commence a career in education, is sought to teach ASDAN qualifications in Personal and Social Effectiveness, primarily to pupils aged 16 to 18: www.asdan.org.uk.

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

www.morehouseschool.co.uk

The School:

Nationally celebrated, More House School provides an exceptional, mainstream education for boys with Specific Learning Difficulties. 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.

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 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:

This is an exciting opportunity for an enthusiastic, talented teacher - either qualified, or a graduate seeking to commence an exciting career in teaching Personal and Social Effectiveness to Sixth Form pupils. The postholder will work with colleagues to assess students' needs, in order to plan, prepare and deliver learning activities for individuals, groups and whole classes. S/he will monitor students' engagement and progress, recording evidence and reporting on students' achievement, progress and development within the framework of the ASDAN Personal and Social Effectiveness qualification.

The successful candidate will be a driven, adaptable and self-reflective professional who is capable of working collaboratively within a supportive team, ready to design and deliver a bespoke personal and social development curriculum that meets the needs of a variety of learners. Above all, the successful candidate will share our vision for supporting our Sixth Form pupils to develop their personal and social skills and, where appropriate, gain accreditation in an ASDAN Level 1 or 2 qualification.

In addition to the commitments of the teaching timetable, the post-holder will be a form-tutor, supported and led by the Head of Year. This role requires the post-holder to liaise with teaching staff and parents to support the emotional wellbeing and personal development of pupils, and to develop pupils' organisational skills. Like all full-time staff, the post-holder will also be expected to lead one extra-curricular, after-school activity, on one afternoon a week from 4.30pm until 5.30pm during term time. They 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.

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.

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.

Relationships:

- The post-holder is responsible to the Deputy Head (Curriculum) in respect of academic matters, and the Head of Year in respect of pastoral matters.
- The position includes the normal duties of form-tutor.
- The successful applicant must also interact effectively on a professional level with all colleagues, and seek to establish and maintain productive relationships with all.



Person specification:

Essential	Desirable
Qualifications	
Undergraduate degree evidencing study in a relevant subject-area.	Qualified Teacher Status (QTS), or Qualified Teacher Learning and Skills (QTLS).
Experience of teaching aspects of Personal, Social, Health and Economics Education.	Experience of teaching ASDAN qualifications.
Skills and Experience	
An 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, developmental language disorders 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 PSHEE and specifically Personal and Social Development.	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 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.	

Hours:

8.20am until 4.30pm four days a week during term-time and 8.20am until 5.30pm one day a week 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 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 and experience.

Teachers' Pension Scheme.

An excellent lunch is provided free of charge, daily during term-time. Free car-parking is provided within the School's beautiful grounds.

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 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.



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.