

Joining *Bedford*



“Pupils see themselves as part of a cohesive school community which includes not just staff and current pupils but former pupils as well. Pupils have enormous affection for this community of which they are a part.”



*Independent Boys' School  
of the Year 2021*



“Boys are a delight, their trademark being an ability to mix with any age group with ease, understated confidence.”

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Good Schools Guide



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*from the*  
Head Master



I am delighted that you are considering Bedford School, and I hope this booklet provides you with some of the answers to the many questions you will certainly have. I do not doubt that it will also provoke a few more, many of which you may find the answers to on our website but, if not, please do get in touch, and we will do our best to answer these for you.

I am always very proud to lift the lid on our school, and so it seems fitting for our boys, our staff and our wider community to share their thoughts of Bedford School with you in the pages that follow. While we are proud of our buildings, facilities and extensive estate, it is people that make a community, and ours is one very much shaped by boarding. To have over 200 boys and 40 or so staff living full-time on site gives a heartbeat to the school in a way that nothing else can. To quote one of our boys featured in this booklet, "You don't learn it. You live it."

I am also pleased to say that our school is full. We have approximately 700 pupils in the Upper School aged 13 to 18, with roughly 280 in the Sixth Form. Around a third of the boys are boarders who live in our six boarding houses, each of which is 'twinned' with a day house. Our Prep School, with 400 boys, caters for the 7 to 13 age group and has its own junior boarding house.

Academic excellence is central to life at Bedford School, and we encourage boys to aspire to the highest possible standards and exceed their expectations. Our success is demonstrated by a long history of impressive exam results at GCSE, A-Level, and in the International Baccalaureate Diploma. The vast majority of our leavers go on to higher education, and each year an impressive 75% of our Upper Sixth boys accept places at Times Higher Education Top 30 universities, including Oxbridge and clinical courses in medicine and dentistry. In recent years, we have also seen boys diversifying their applications, with more expressing an interest in degree-level apprenticeships and attending universities in the USA and Europe and beyond.

We place great emphasis on the value of sport, music and the arts for the camaraderie, teamwork and self-motivation they instil and encourage boys to explore their individual talents as far as they can take them. Our extensive cocurricular activities programme is wide-ranging and offers boys the opportunity to learn new skills and discover new interests outside the classroom.

I invite you to explore our school through the news stories we regularly publish on our website and on social media; these provide an insight into our boys, their stories and successes and a strong sense of the enviable community that is Bedford School. Above all, I hope that it shows how our boys and staff are happy and successful and, importantly, in that order.



**James Hodgson**  
Head Master

# The Role

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## **Learning Behaviours Co-ordinator**

For September 2025, Bedford School seeks to appoint a Learning Behaviours Co-ordinator, to co-ordinate the school's approach to supporting boys' independent learning, providing appropriate structures, scaffolds and support to ensure all boys (including those with individual needs) exhibit the best learning behaviours whilst studying independently.

They will provide a consistent presence to supervise independent study, building strong relationships with boys studying independently, including supporting them to maximise the opportunities they have to study effectively in the school's outstanding Library facilities.

Reporting directly to the Assistant Head (Learning), the postholder's responsibilities also include working as part of the Director of Academic Support's team, supporting the Academic Support department to ensure boys who need it receive additional targeted support. The post would suit a person with an interest in mentoring and developing young people, with excellent administrative and interpersonal skills.

This role could be an exciting new challenge for an experienced education professional or it could be a first step for a graduate with a demonstrable interest in education. Every year, Bedford welcomes colleagues from a range of backgrounds, including from the state sector, and we actively encourage applicants who will diversify the experience of our existing team.

Bedford School has outstanding and well-established in-school support available for recent graduates who wish to train as a teacher. The school's senior management team would be very pleased to talk to prospective applicants and can be contacted by email via [bellroom@bedfordschool.org.uk](mailto:bellroom@bedfordschool.org.uk)



# Job Description

The Harpur Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## Summary of the role

Job Title:	Learning Behaviours Co-ordinator
Department:	Bedford School
Location:	De Parys Avenue, Bedford
Reporting Line:	Assistant Head (Learning), with regular contact with the Director of Academic Support
Hours:	Term-time only, 08:55-15:00 Monday-Friday (there is scope to adjust these hours to accommodate an outstanding candidate). <i>Flexibility with hours will be needed for this post and the post-holder will be required to work as necessary to complete the job (subject to the Working Time Regulations 1998).</i>
Salary:	School's own salary scale
Purpose:	To co-ordinate the school's approach to supporting boys' independent learning, working closely with the Assistant Head (Learning) and their team. An important component of the role involves providing support to the Academic Support department to ensure boys who need it receive appropriate targeted support.

## Main duties and responsibilities

*This job description does not form part of the contract of employment and may be varied in accordance with the demands of the appointment.*

### Your Professional Duties

You are expected to act in accordance with the aims, policies and administrative procedures of the school.

### Main Duties and Responsibilities

The following duties shall be deemed to be included in the professional duties which you will be required to perform (this list is not exhaustive):

- Working alongside Library staff to ensure that boys are maximising their independent study time, establishing a supportive culture of high expectations for all
- Co-ordinate the school's support for independent learning, working closely with the Assistant Head (Learning) to embed the school's approach to developing independent learning

- Communicating effectively with a range of colleagues and, where appropriate, parents, to ensure boys make best use of study time, both during and around lessons
- Providing administrative support to the Academic Support department, which may include applications for access arrangements and support with communication to outside agencies
- Core hours are 08:55 to 15:00, term time only (the school is open to considering some flexibility to suit an outstanding applicant)
- Note: the salary will be in the region of £25,000 p.a. benchmarked against the HLTA salary scale for England

This job description is not exhaustive, and the job holder may also be expected to undertake such other comparable duties as may be required from time to time. These details may be amended at any time by agreement but, in any case, will be reviewed through the appraisal process.

# Person Specification

	<b>Essential</b> These are qualities without which the Applicant could not be appointed	<b>Desirable</b> These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	<b>Method of assessment</b>
<b>Qualifications</b>	Graduate (or equivalent)	Additional professional qualifications relevant to the post (e.g. HLTA, PGCE, QTS, SEND-related qualifications)	<i>Certificates</i>
<b>Experience</b>	<p>Experience supporting young people to improve their academic attainment e.g. as a teaching assistant, teacher or tutor</p> <p>An understanding of how children can best study independently effectively</p> <p>A demonstrable interest in how children learn</p> <p>Capacity to develop expertise in supporting boys with additional learning needs, including supporting boys who require access arrangements for examinations</p>	<p>Experience in a similar setting (e.g. a secondary age range, a boarding environment)</p> <p>Proven experience of supporting children to develop their independent study skills</p> <p>Proven experience of supporting boys with additional learning needs, including boys who require access arrangements for examinations</p>	<i>Application form and references</i>

<p><b>Skills</b></p>	<p>A clear vision for the structures, systems and routines that boys should use to maximise independent study time</p> <p>Strong communication skills, with ability to interact well with pupils, parents and staff</p> <p>Good ICT skills - proficient in the use of Microsoft Office and good knowledge and experience of Outlook</p> <p>An excellent standard of English and the ability to communicate effectively and with care to all recipients via email, phone calls, face to face or Teams calls</p> <p>Some experience of IT systems and a willingness to familiarise with those which are new</p> <p>Strong time management and organisational skills</p> <p>Well-developed interpersonal skills, with the ability to foster effective working relationships with others, fostering high levels of trust whilst maintaining appropriate professional boundaries at all times</p> <p>Able to work as part of a team and also use own initiative</p> <p>Excellent attention to detail and efficient record keeping</p>	<p>A proven track record in establishing an effective independent study environment in a comparable setting</p> <p>Experience supporting boys and their families to develop independent study skills, including through collaboration with parents</p>	<p><i>Application form, references and interview</i></p>
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<b>Personal competencies and qualities</b>	<p>Positive and helpful approach</p> <p>Good team player who is not afraid to ask for help if unsure</p> <p>Resilient, robust and personable</p> <p>Tactful and patient in dealing with individuals</p> <p>Pro-active approach to work, with the ability to plan and prepare ahead</p> <p>Flexibility, to meet the needs of the school</p> <p>Able to exercise good judgement</p> <p>Commitment to the safety, health and well-being of children and young people</p> <p>Committed to the ethos of a boarding school</p>		<i>Interview and references</i>
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## Staff Benefits

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Bedford School has high expectations of its staff and therefore looks to reward them with generous salary scale increments and beneficial conditions of service. All teachers can be enrolled in a very generous pension scheme and have longer holidays than the maintained sector. Class sizes are small (maximum of 14 at Sixth Form and 24 at GCSE).

We believe we have a responsibility to keenly and pro-actively support all of our staff in their development and to make this an outstanding place to work. Each member of staff has a voice on professional matters via the Common Room Chair and a variety of staff run initiatives, and the Head Master has daily open-door sessions for staff (and pupils). A wide range of opportunities for professional development exist and staff are encouraged to further their skills and consider career options at all levels. There is a generous budget to support continued development and learning for our teachers. The Teaching and Learning Group host meetings and dinners throughout the year and staff run training sessions for one another in order to share best practice. The school recently hosted a TeachMeet evening for those who work across the schools of the Harpur Trust. There are also bursaries available for staff who wish to travel in order to develop their subject specific knowledge or understanding of different educational contexts. We fully fund and support teachers in qualifying through PGCEs and the assessment only route to qualified teacher status. In a recent quality assurance visit, we were considered to be a school offering best practice induction to newly qualified teachers (NQTs). There is ample opportunity to take on additional responsibilities here at Bedford School.

The school is set in beautiful grounds within a 50-acre site on the edge of a busy town centre that is well connected to London, Milton Keynes and Cambridge in particular. Staff are welcome to make use of the extensive leisure and sporting facilities on the site (which includes gym, swimming pool, tennis courts, squash courts etc.) for themselves and their immediate family.

The school has an incredibly friendly Common Room that provides support and puts on a variety of social events. Weekly football, yoga and mindfulness sessions are complemented by additions such as staff life drawing, a tennis evening, calligraphy club, and regular staff cricket fixtures with local clubs and schools.

Fee concessions are available across the Harpur Trust schools and staff can also join a private health care scheme which includes an annual allowance towards health care costs (e.g. dental and optical expenses), money for other therapies and access to gym and shopping discounts. An employee assistance programme is also available to everyone within the school, which includes access to a free well-being app. Our staff receive free lunches, which are provided by our national award-winning catering team, refreshments during the day and can expect free on-site parking.

Bedford is a dynamic and incredibly rewarding place to work with a strong sense of community. We very much hope that you will want to come and find out more about us.

## In their own words. Our boys.

*“There’s just bound to be something for everyone to enjoy.”*

From playing the cactus (a non-speaking part) in *Double or Nothing* to *Oliver in Oliver Twist*, Oliver has progressed. Progression, through coaching in sport (hockey is his favourite, but he also plays tennis and is a keen runner), in academic subjects, and via the hobbies nurtured in clubs, is at the heart of the school. Getting better at things.

*Oliver, day boy, Year 5, actor, academic*



*“It is simply easier to become good.”*

Ben says he takes a lot of responsibility for his own learning and that the resources here, the labs, library and support from teachers mean that you can make as much progress as you want, as fast as you want. He likes vertical tutor groups - “not only do you get to know older boys, but you see what they have to contend with, and once you know it, you are no longer worried by it”.

*Ben, day boy, Year 9, scientist, linguist*





Anhad, Vivaan and Kabir are three brothers from India, all in the same boarding house - Phillpotts.

They say life here is full of changes of pace and atmosphere, which is helpful and healthy. Indeed, balance is a theme they all pursue, saying that the mix of freedom to do as they please with the compulsory aspects of life in school and in the boarding house makes for a happy equilibrium.

Talking of boarding, all three agree that via the boarding house you get the most complete version of the school ethos. As they say,

***“You don’t learn it. You live it.”***

Kabir, Vivaan and Anhad, *boarders, brothers, scientists, sportsmen*

Kayde is a sports scholar, identified through the Northampton Saints Academy, and also an accomplished academic.

He feels one of the major advantages of Bedford School is that life is so busy that you learn to manage your time.

He also can't believe the number of completely different people from completely different cultures he has met and who have become his firm friends.

A big, smiling man with a *big* future.

*Kayde, day boy, Year 13, sportsman*



*“Because it’s about knowledge,  
not about privilege.”*

Alfie started the Italian Club. He is also in the Head Master’s Ancient Greek Club. He is going to have a shot at studying classics at Oxford. His love of classics however goes much further.

He introduces Year 4s to Latin at a local primary school. Apparently, some of the teachers there attend as well because they have had no exposure to Latin. “The pupils and staff are in the same boat, in eadem nave, and it is fun and rewarding - for them I hope, and also for me.”

*Alfie, day boy, Year 12, classicist, sportsman*

## Why Bedford? From our staff.

*“I have found that the values that the school claims to instil in its students are lived and breathed by staff and students alike.”*

“The part of the (PGCE) course that catalysed my progress the most was the regular meetings with my school mentor, which allowed me the space to air concerns, to receive thorough and constructive feedback and to discuss pedagogical readings. I can’t imagine that the experience would have been as fulfilling or as instructive without such considered support.”

Miss Hanna Bassa, *Teacher of English*  
*Pemberley Assistant Housemaster,*  
*Eckersley Society staff lead*



*“As a member of the support staff, I feel that my role is valued and seen as important in the boys’ educational journey.”*

“There is a great sense of community at Bedford School. You genuinely feel an integral part of the team, which builds staff motivation and commitment.”

Ms Yolanda Larrier,  
*PA to the Director of Finance  
and Operations*



*“When boys and their families join the school, they do so for life, with a community that is there to help and support far beyond the school gates.”*

“Having been involved with the school throughout my life, it has given me a unique perspective on the collegiate effort that parents, teachers, support staff and Old Bedfordians perform to ensure that today’s pupils are fully equipped to face the challenges of a rapidly changing world.”

Mr Hugh Maltby,  
*Director Bedford School Association*



## Useful Links

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**[Bedford School website](#)**

**[The Harpur Trust](#)**

**[Our Application Procedure](#)**

**[ISI Inspection Report](#)**

**[Good Schools Guide Review - Bedford Prep School](#)**

**[Good Schools Guide Review - Bedford School](#)**

**[News Stories](#)**

**[Bedford School Film](#)**

**[Facebook](#)**

**[Instagram](#)**

**[X \(Twitter\)](#)**



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