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."

ISI Inspectorate

Independent Boys' School of the Year 2021

"Boys are a delight, their trademark being an ability to mix with any age group with easy, understated confidence."

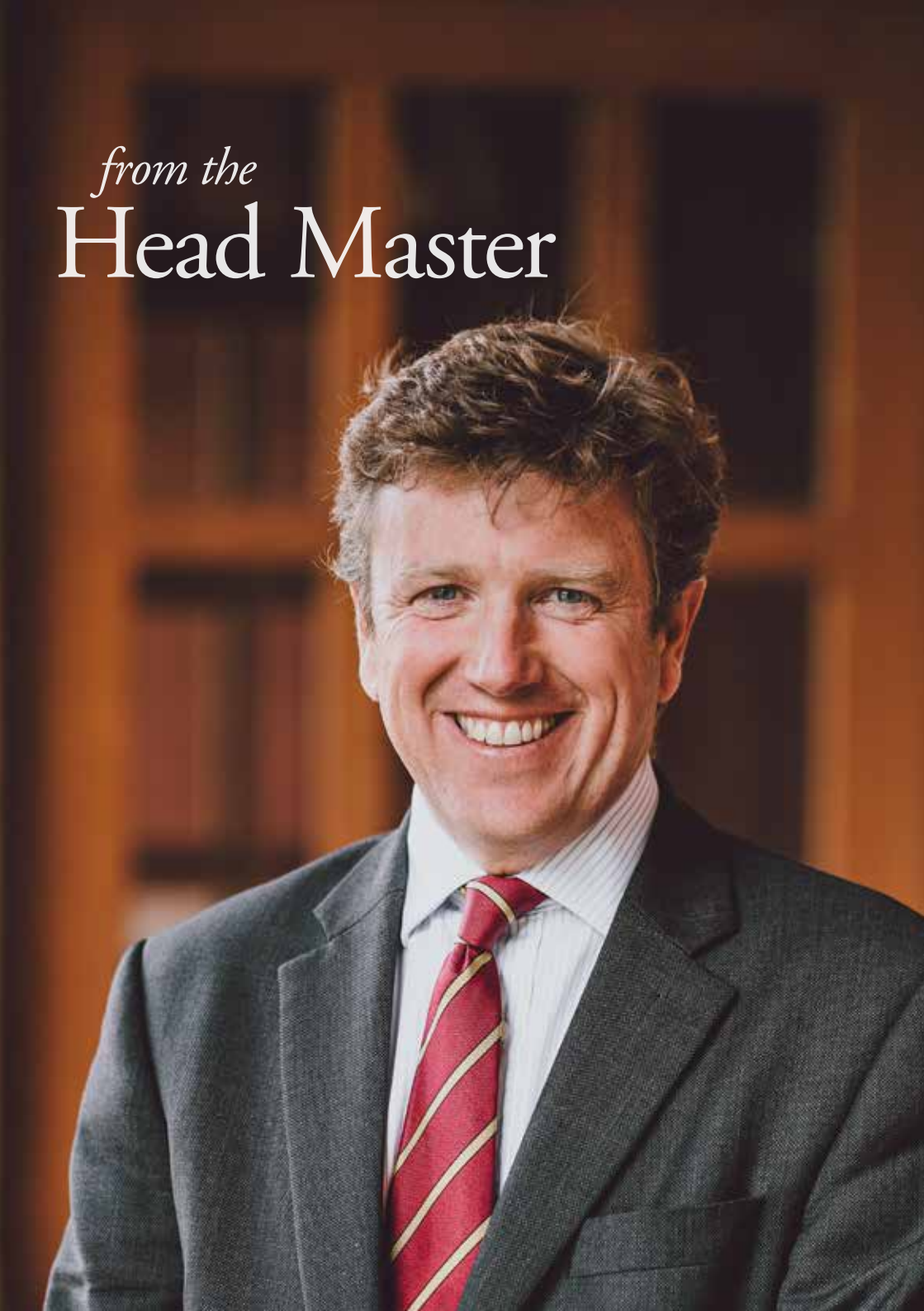
Good Schools Guide

Contents

Introduction 07
The Role 08
Job Description 10
Person Specification 13
Staff Benefits 15
Our Boys 16
Why Bedford? 19
Useful Links 21

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 boys and staff are happy and successful and, importantly, in that order.

James Hodgson
Head Master

The Role

Lead Teacher of Psychology - ***full or part-time applications considered***

Bedford School is excited to launch a brand new A-Level Psychology course for September 2026. We wish to appoint a Lead Teacher of Psychology for September 2026 to establish and lead the development of our Psychology curriculum, and play a central role in our plans to develop outstanding facilities and resources for teaching Psychology.

The successful candidate will be able to convey a compelling vision for Psychology at our school as an academic subject in the Science Department. They will be excited by the rare opportunity to lead on the development of a brand-new subject curriculum and be ready to make the most of the resources and specialist facilities available at a leading independent boarding school.

There is scope for the role to be part-time if this suits the successful candidate best; it is anticipated that (at least in the short term, whilst the department grows) a candidate appointed to a full-time role would offer the ability to teach a second subject in the Sciences. It is anticipated that the post would come with timetable flexibility reflective of the challenges of developing a new academic curriculum at the school.

We offer a bespoke induction programme for all new teaching staff at Bedford; each year, new teachers join the school from posts teaching in the state and independent sectors in the UK and internationally. We run a specific induction programme for all new academic leaders, drawing on professional development programmes designed centrally by the Harpur Trust. Our Science department is a thriving and ambitious department with a very experienced team of teachers and we are excited to expand the expertise of the team with this new post.

The successful candidate will have a genuine passion for Psychology, a desire to inspire this in others and will be eager to develop their own teaching skills and those of their team. Full-time teachers at Bedford are also expected to play a full part in the extensive cocurricular programme and be a Tutor attached to a boarding or day house. We welcome applications from all suitably qualified professionals from all backgrounds, to provide good role models for our global students. Bedford School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Offers of appointment are subject to satisfactory references and DBS clearance.

Short-listed candidates will be invited to the school for interview on the advertised date. The selection process will involve a lesson observation, a tour of the school and interviews. The Head of Science Dr Liz Palmer would be happy to talk to prospective applicants and can be contacted through the main school reception on 01234 362200 or by email epalmer@bedfordschool.org.uk Suitable candidates may be interviewed before the closing date and Bedford School reserves the right to withdraw the position if an early appointment is made. Applicants are therefore encouraged to apply early.

Background: Why Introduce Psychology at Bedford School?

The curriculum at Bedford is designed to provide a balanced and varied choice of subjects in order to equip boys with the knowledge and skills they need to realise their personal ambitions and aspirations, through higher education and ultimately to the world beyond. We aim to reflect the school's areas of strategic focus (digital technology, community partnerships and entrepreneurship) and, to that end, we regularly review the subject choices we offer boys, especially in the Sixth Form.

In considering how best to broaden our curriculum, we were looking for courses which would offer an exciting alternative to the courses we currently offer, that were nevertheless complementary to those that boys currently can study at our school. It is also very important to us that any course we offer at Bedford can demonstrate a strong track record of helping those who study it to successfully secure places on competitive university courses and degree apprenticeships.

A-Level Psychology is the second most popular A-Level in the country. It will complement our strengths in preparing boys for Medicine and related courses. Psychology is a brilliant fit with other sciences, including Sports Science; it is also potentially complementary to politics, economics and other related humanities, all of which are key strengths of our current offer.

We envisage that our first cohort of A-Level Psychology pupils will begin their course in September 2026. Our new Lead Teacher of Psychology will grow that offering so that in due course it is well established as a successful contributor to our Sixth Form curriculum.

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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:	Lead Teacher of Psychology
Department:	Science Department
Location:	De Parys Avenue, Bedford
Reporting Line:	Head of Science, Deputy Head Academic and Head Master
Hours:	Full-time
Salary:	School's own salary scale
Purpose:	To develop the A-Level Psychology curriculum, teach Psychology and oversee all Psychology related programmes at the school

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.

The Lead Teacher is responsible to the Head Master for all aspects of the organisation, management and performance of the Psychology department.

Specific 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):

1. Department leadership:

- To review, maintain or develop appropriate schemes of work; to be aware of general developments in Psychology and to maintain a detailed knowledge of proposed changes in syllabus expectations.
- To lead, promote and monitor cocurricular activities and events related to the subject.
- To develop good relations with boys, parents, teaching and non-teaching colleagues and the wider community; to represent the school when required.
- To advise all those wishing to pursue any university studies and careers linked to the subject.

- To ensure that the visual appearance of the department and its classrooms are of the highest standard.
- To liaise with other teachers of Psychology in other schools and other external experts as appropriate.
- To promote a collective Psychology identity in the school and to devise and execute an inspiring development plan (updated annually) in accordance with the Head Master's strategic priorities.
- To conduct a periodic appraisal of the department and a thorough analysis of exam results every August.
- To be responsible for the administration of the department: to include timetable planning; setting; teaching rooms; exam entries (internal and external); budget planning, budget management, syllabus selection, resource allocation.
- To assist in the development of the aims, policies and administrative procedures of the school and to ensure that these are implemented within the department.
- To ensure that all members of the department fulfil the requirements of their job descriptions.
- To assist in the development of the aims, policies and administrative procedures of the school and to ensure that these are implemented within the department.
- To be available to departmental colleagues and be able to offer advice and guidance and support; to oversee all aspects of departmental appraisal and INSET training; to oversee the induction of new staff.
- To develop and regularly review departmental policies ; to ensure that school expectations with regards to prep, marking and data analysis are met within the department and to track the progress of pupils ; to meet regularly as a department and to ensure that minutes are kept of the meetings.
- To liaise with other subject leads in school as necessary; represent Psychology at Heads of Departments' Meetings; to advise the Head Master about resources, curriculum changes, staffing and professional development.
- To advise the Head Master on the selection of new staff
- To carry out any other responsibilities reasonably required by the Head Master.

2. Teaching:

- Uphold high standards of preparation, teaching and discipline.
- Plan lessons in accordance with department's schemes of work.
- Set and mark homework, examinations and other forms of assessment.
- Use ICT within the curriculum.
- Contribute to departmental activity beyond the curriculum.
- Establish high and appropriate expectations for learning, motivation and presentation of work.

3. Assessment, Recording and Reporting:

- Maintain plans of lessons undertaken and records of boys' work.
- Provide constructive oral and written feedback, with clear targets for future learning.
- Report on pupil progress in line with school policy.
- Keep parents informed of boys' progress at parents' evenings, and as appropriate.

4. Pastoral Care:

- Be fully conversant with and apply the school's child protection policy and all related issues.
- Promote good attendance and monitor this in accordance with school policy.
- Promote the general progress and well-being of the diverse boys in your care.
- Perform the duties of a Tutor in line with school expectations.

5. Professional Standards:

- Support the aims and ethos of the school.
- Treat all members of the school community with respect, consideration and kindness.
- Treat all boys fairly, consistently and without prejudice.
- Set a good example to boys in terms of appropriate dress, punctuality and attendance.
- Participate in the school's co-curricular programme, including at lunchtime and after school.
- Take responsibility for personal professional development.
- Attend all departmental and staff meetings, parents' evenings, new parents' day and ensure that all deadlines are met as published in the online school calendar.
- Take responsibility for matters relating to health and safety.
- Undertake duties that may be reasonably assigned by the Head Master (directly or indirectly).

Responsibilities may be direct, joint or through devolved structures, but always in accordance with whole school policies. These details may be amended at any time by agreement but, in any case, will be reviewed through the appraisal process. You may also be required to undertake such other comparable duties as the Trust requires from time to time.

Person Specification

	Essential These are qualities without which the Applicant could not be appointed	Desirable These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	**Method of assessment**
Qualifications	Good honours degree in Psychology or an appropriate related subject from a recognised university either in the UK or overseas.	PGCE / QTS Ability to teach a second subject.	*Certificates*
Experience	Teaching of A-Level Psychology, or an appropriate related subject to a high level that prepares pupils for entrance to competitive university courses.	Experience of academic leadership. Experience of supporting pupils with a similar academic profile to Bedford to achieve strong Sixth Form outcomes.	*Application form and references*

Skills	Outstanding teaching practice. The ability to develop a compelling vision for the new department and a capacity to persuade colleagues, pupils and other stakeholders to support the vision. An ability to inspire and motivate students. Excellent communication skills, orally and in writing, with boys, parents and staff. Driven and motivated with proven leadership skills. Strong organisational and time management skills. The ability to utilise and develop departmental teaching strategies and resources. Excellent interpersonal skills. Proficiency in ICT and the ability to use technology appropriately to support learning.	To be able to contribute material to the website and the VLE. A clean driving licence. A D1 minibus licence or a willingness to obtain one. Ability to coach one of the school's major sports (Rowing / Rugby / Cricket / Hockey) and/or contribute to the school's cocurricular activities.	*Application form, references and interview*
Knowledge	To have a well-informed understanding of the requirements of A-Level Psychology specifications, and their suitability for meeting learners' needs. To have up-to-date appreciation of the requirements of relevant exam specifications. Understanding of safeguarding and pastoral issues. Secure knowledge of the technical requirements of a Psychology department, enabling the school to resource the department in a way that provides value for money.	Experience of best practice in data analysis and tracking of student progress. A good knowledge of relevant ICT applications and techniques for the teaching of Psychology.	*Observed lesson, interview and references*
Personal competencies and qualities	An intellectual interest in Psychology and a passion for the subject and all it offers. An approachable and professional manner. A pragmatic and 'can do' approach. Resilience, commitment and confidence. An ability to prioritise and remain calm under pressure. Flexible, well-organised, energetic and self-directed.	Ability to advise pupils, parents and staff insightfully. Interest in continuing professional development of self and colleagues. A perceptive understanding of teenagers and their 'needs' and 'expectations'.	*Interview, observed lesson and references*

Staff Benefits

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.

"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

20

Joining Bedford

BEDFORD SCHOOL

Useful Links

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

BEDFORD
SCHOOL

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