

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 ease, 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 an impressive 80% of our Upper Sixth boys accepted places at Times Higher Education Top 30 universities in 2022. Typically, between five and ten boys take up places at Oxbridge each year. 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

Careers Adviser (part-time)

An exceptional candidate is sought for the post of Careers Adviser for September 2023 to take responsibility for the implementation of the delivery of the Careers Curriculum, work experience, degree apprenticeships and international applications at this successful and inclusive school.

This is a new role on the Careers and UCAS team and provides a fantastic opportunity to be involved in this key department supporting students as they navigate and decide on future pathways, as part of a supportive team. There may be flexibility on start date for the right candidate.

We aspire to attract new colleagues to reflect the socially and culturally diverse Bedford community, and welcome applications from all specialists from all backgrounds.

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 interviews, tasks and a tour of the school. The Deputy Head Academic Mr Luke Rogers would be happy to talk to prospective applicants and can be contacted through the main school reception on 01234 362200 or by email lrogers@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.

| Job title | Head of Careers and UCAS <i>Existing post</i> | Careers and UCAS Coordinator <i>Existing post</i> | Careers and UCAS Adviser <i>New post</i> |
|----------------------------------|--|--|---|
| Reporting Line | Deputy Head (Academic) | Head of Careers and UCAS | Careers and UCAS Coordinator |
| Key responsibility | Strategic oversight of provision to support pupils' transition beyond Bedford, including academic issues. | Overall responsibility for the UCAS process, including applications to competitive courses (Oxbridge, medicine, dentistry, etc). | Responsibility for the implementation of the delivery of the Careers Curriculum, work experience, degree apprenticeships and international applications. |
| Hours | Full-time | Part-time + 10 days during holidays | 3 days/week term time only + 10 days during holidays |
| Main Duties and Responsibilities | <p>*To develop, oversee and manage all Bedford School pupils' transition from the Upper School to life beyond Bedford.</p> <p>*To oversee the School's Careers, Higher Education and UCAS programme from a strategic viewpoint.</p> <p>*Line Management of the Careers and UCAS Coordinator, Careers Advisor and Secretary to UCAS.</p> <p>*To oversee the implementation of an effective CEIAG provision at Bedford School in line with the School's strategic objectives.</p> <p>*To oversee Careers opportunities for Prep School working with the Head of PD.</p> <p>*To align Life Beyond Bedford against the Gatsby Benchmarks, and other statutory and non-statutory guidance.</p> <p>*To develop, coordinate and facilitate the smooth running of the UCAS process within the department.</p> <p>*To coordinate mitigating circumstances for school leaver applications.</p> <p>*To implement and manage the Predicted Grade and Lower Sixth A Level subject choice withdrawals policies and process.</p> <p>*To design, develop and oversee the process of references and personal statements, representing the department at HoD meetings.</p> <p>*To work with the Deputy Head (Academic) to identify potential competitive application candidates, and provide support to ensure strength in their applications.</p> | <p>*To contribute to the co-ordination and delivery of a programme CEIAG, including taking responsibility for some areas of the department.</p> <p>*Deputise for the Head of Careers and UCAS in their absence.</p> <p>*To construct, monitor, plan, coordinate and lead aspects of an engaging offer to include managing structured curriculum projects, on-site careers-related activities and a centrally planned programme of events for all year groups.</p> <p>*Responsibility for the smooth running of all aspects of the UCAS application process, to include references.</p> <p>*To promote and support boys in the preparation for competitive university entry and to oversee elements of their application to these universities.</p> <p>*Responsibility for the overall smooth management of the Oxbridge application process.</p> <p>*To oversee the arrangements for pre-admissions tests for Oxbridge candidates (including mock tests).</p> <p>*To advise pupils on college choice, including managing 'college clashes'</p> <p>To maintain communications with Oxbridge colleges, including notifying specific colleges of any medical/contextual information about specific candidates</p> <p>*To liaise with academic departments to ensure consistency of provision for Oxbridge applicants, including personal statement and interview advice</p> | <p>*To enable and assist with the delivery of a programme of CEIAG.</p> <p>*Assist in the management of the contribution of teachers, parents and other partners to deliver high quality careers provision, including UCAS responsibilities.</p> <p>*Assist in the provision of personalised Careers support for boys.</p> <p>*Maintain and manage iSAMS, Firefly, Unifrog, Morrisby, MyUniChoices.</p> <p>*To manage the development of the WEX programme.</p> <p>*To manage the process of degree level apprenticeships.</p> <p>*Keep up to date with occupational and labour market intelligence, including knowledge of the careers sector to ensure the delivery of innovative careers projects across the School.</p> <p>*Ensure staff and students are aware of the range of Careers opportunities. Develop and produce careers literature and web-based information, and maintain the provision of a career's library and information area.</p> <p>*Attend appropriate INSET and training as required, managing your own continuing professional development.</p> <p>*To support boys applying to international universities</p> <p>*Develop and maintain a general knowledge of the application system for international universities. Be the named contact.</p> <p>*Ensure boys are aware of application procedures with signposting.</p> |

| Job title | Head of Department <i>Existing post</i> | Careers and UCAS Coordinator <i>Existing post</i> | Careers and UCAS Adviser <i>New post</i> |
|---|---|---|--|
| Main Duties and Responsibilities <i>continued</i> | <p>*To liaise with AYH, Head of Academic Support, EAL co-ordinator, HoDs, Tutors and Housemasters as appropriate</p> <p>*Inspire, communicate and excite parents and guardians to enable them to support their sons with their career planning.</p> <p>*To evaluate, monitor and ensure quality assurance within the department, including maintaining Career Mark status.</p> <p>*Budgetary responsibility for the Careers Department.</p> <p>*Ensure that progression and destination information for all pupils is recorded.</p> | <p>*To signpost access to common preparation for critical thinking and problem-solving aspects of pre-admissions tests, and support academic departments with subject-specific pre-admissions test preparation, as required (including external providers)</p> <p>*To contribute to the organisation of the Harpur Trust mock interview evening and the Bedford School mock interview evening, in collaboration with the OB Office</p> <p>*To liaise with pupils who are both successful and unsuccessful in their Oxbridge interviews (including collation of interview experiences) and provide communication, assistance, and feedback.</p> <p>*Responsibility for the production and publication of the weekly Careers Bulletin.</p> <p>*To engage intelligently with pupils, staff, parents and external providers, building on the excellent relationships that already exist with agencies, universities and industry.</p> <p>*Management of Leavers Destination data to include yearly census update.</p> <p>*Attend and present at Higher Education events.</p> <p>*Be available on IB, A level and GCSE results and key days for advice and guidance.</p> | <p>*Answer general enquiries from boys and families relating to international study, including those relating to funding and scholarships.</p> <p>*Liaise with educational agents supporting boys with international applications.</p> <p>*Track prospective applicants to ensure deadlines are met, including SAT/ACT testing, and support with their application writing.</p> <p>*Advise teaching staff on reference writing for international recommendations.</p> <p>*Liaise with the Secretary to the Deputy Head (Academic) for required documentation.</p> <p>*Assist in the planning, organisation and implementation of events relating to international applications.</p> <p>*Attend and present at Higher Education events</p> <p>*Be available on IB, A level and GCSE results and key days for advice and guidance.</p> |

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

About the Department

The Careers and UCAS Department is extremely proud of the feedback we collate from boys, and receive from parents and staff, highlighting our hard work throughout the boys' school careers, noting our 1:1 personalised approach, 24/7 open door policy, direct and speedy responses and our willingness to be flexible and compassionate, yet realistic. We are proud to have retained the National Quality in Careers Standard and to have been awarded Career Mark Gold for continuously maintaining this standard.

Working together with the academic and pastoral teams, the Careers Department take boys through the tricky process of working out what they enjoy, what they see themselves doing after school, and planning strategically for that. Continuity of contact is key. Most parents and guardians fall into a number of categories— some have been to university, some straight into work, some have gone through the UCAS process with another child, and some will be going through the process for the first time. We work hard to eliminate myths— most of what they think they know about Higher Education has changed.

Every application for a university course, here or abroad, a degree apprenticeship or even a job, is now extremely competitive and UCAS, over the next few years, will have almost a million applicants. What makes a 'good' university, or one that parents feel is appropriate for their son's needs, has also changed with the increasing marketisation of university applications. The 24 universities in the Russell Group are 'research-leading' and it surprises parents that the University of Bath, Loughborough University and the University of Reading are not in this group. League tables are also prolific, but we remember that universities may be at the top of a league table as compared with others, but departmentally, these 'good' unis can be miles apart. Good research is therefore crucial.

In addition, every university has increasingly competitive entry criteria for various courses. The Careers Office helps boys find their USP, and focus on a choice of universities and courses that they are not only happy with, but that can transform offers into places achieved. GCSE requirements for many courses are now quite high for English and Maths, and we bear this in mind when having Careers' conversations.

We have re-ignited our Careers events since the pandemic, acting as a hub for local schools, being able to attract high profile speakers – such as Clare Marchant, CEO of UCAS, coming to speak to numerous local pupils and their parents in November 2022.

As legislation continues to build formalised Careers Education into the curriculum, and as the numbers applying to university increase year on year, we, with our Beyond Bedford programme, want to continue to stay ahead of the pace, innovating, giving our boys the very best in Careers Education, Information and Guidance (CEIAG), offering full, high-quality information about all pathways post full-time education.

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 | Honours degree | Qualifications in Careers Guidance e.g. Postgraduate Diploma in Careers Guidance, Diploma in Careers Guidance, Qualification in Careers Guidance to Level 6 or Level 4 NVQ (Diploma) in Advice and Guidance (Including Career Guidance units), or equivalent qualifications Willingness to obtain Level 6 Diploma | <i>Certificates</i> |
| Experience | Experience of working in a busy office environment or within an education setting A background of working well in a collaborative environment | | <i>Application form, references and interview</i> |
| Skills | To be an excellent communicator, orally and in writing, with boys, parents and staff To have good time management skills To have the ability to show initiative within the framework of a strong and supportive team A willingness to utilise and develop departmental resources To have excellent interpersonal skills To be proficient in Microsoft Office and to be able to use technology appropriately to support Careers education | | |

| | | | |
|--|---|---|---|
| Knowledge | <p>Willingness to develop a working knowledge of all educational qualifications required in relation to university applications</p> <p>Willingness to develop a working knowledge of the UCAS application system and management, of student finance, and of applying for degree-level apprenticeships</p> <p>Willingness to develop a working knowledge of work experience placements</p> <p>Have an awareness of safeguarding and pastoral issues</p> <p>Appreciation of the ethos of an independent boys' boarding and day school</p> | Knowledge of non-UK university admissions systems | <i>Application form, references and interview</i> |
| Personal competencies and qualities | <p>Enjoyment of working under pressure in a fast-paced environment, meeting timescales and deadlines</p> <p>Pragmatism and 'can do' approach</p> <p>Have commitment to professional development</p> <p>To be flexible, adaptive and persuasive</p> <p>To be resilient, committed and confident</p> <p>Ability to prioritise and remain calm under pressure</p> <p>To have an ability to work independently and within a team, using a wide range of resources</p> | <p>Able to advise pupils, parents and staff insightfully.</p> <p>A perceptive understanding of teenagers and their 'needs' and 'expectations'.</p> <p>A good sense of humour.</p> | <i>Application form, references and interview</i> |

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.

“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



“Having the freedom to develop educational programmes in my own areas of interest has been both stimulating and liberating.”

“The CPD [at Bedford] is a great mixture of professional reflection and discourse, and really practical skill development that impacts on classroom practice. Timely and relevant activities that develop questioning, classroom observation, formative assessment and behaviours for learning are amongst the best I have received in over 40 years in the profession.”

Dr Albin Wallace, *Director of Digital Learning*
computer science teacher, karate instructor,
cricket and rugby staff member



“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

[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](#)

[Twitter](#)



Bedford School, De Parys Avenue, Bedford, MK40 2TU

+44 (0)1234 362200 info@bedfordschool.org.uk

bedfordschool.org.uk

Bedford School is part of The Harpur Trust: a company limited by guarantee. Registered in England: Company No. 3475202.

Registered Office: Pilgrim Centre, Brickhill Drive, Bedford, MK41 7PZ. Registered Charity No. 1066861