

Creating the Future



THORPE HOUSE SCHOOL

AN INDEPENDENT SCHOOL FOR BOYS

WELCOME



Thorpe House School is a thriving boys' independent day school in Gerrards Cross, Buckinghamshire. The School provides its 300 pupils with an education tailored to the way boys learn best. It is a truly unique school in the local area, offering boys a bespoke learning journey.

Thorpe House School is forward-looking, thriving and inclusive.

A Christian-based ethos underpins the School's nurturing environment. Kindness, compassion, respect, politeness, and resilience are traditional Thorpe House values. The School invests a high level of care and attention in every pupil and instils the boys with a love of learning. It has a caring family atmosphere, with a welcoming staff who work closely in partnership with parents to ensure that the boys achieve their best. Excellent teaching, small class sizes and a learning environment where boys are known by their teachers, guarantees the best opportunity for each pupil to fulfil his potential.

The boys generally achieve GCSE grades above those predicted, many of them excellent, and by the time they leave, are well prepared to cope with the many and varied challenges of modern life. Thorpe House School's educational approach encourages the boys to become responsible members of their local and global community. The staff are committed to providing the boys with the guidance and support they need to succeed.

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Our
HISTORY



Steeped in history, the School was founded in 1923 by Cyril Averill. Originally sited in Queensway, the School moved to its present site in 1925. The former Poet Laureate, Sir John Betjeman, was for a time the School's Master in Charge of Cricket. The Pre-Prep was established in 1964 and in 1985 the School became a Charitable Educational Trust. In 2006, with great success, the School extended its age range to 16.

In 2023/24 the School will mark its centenary and welcome Year 12 pupils into its new co-educational sixth form which opens in September 2024.

Our
LOCATION



Gerrards Cross is a wonderful place to live and work. It has an abundance of green space for cycling and walking, notably the beautiful Gerrards Cross Common. The town has a friendly community feel and it is consistently rated as one of the most sought-after locations close to London. The centre of London is only a 20-minute train journey. The Chiltern Railway also serves Aylesbury, High Wycombe, Bicester, Stratford-upon-Avon and Birmingham.

Pastoral Care

It is very evident that positive relationships exist between all members of the School community. Every boy is made to feel that he is an important member of the School, allowing his learning to flourish and an independence of thought to grow within him. The staff are committed to doing the very best for the boys in their care; all pupils feel valued. Pastoral care at Thorpe House is excellent and the boys know that their teachers demonstrate concern for them and readily listen to their views.

Aims

The School aims to educate and develop each pupil to the highest standard. When a boy leaves Thorpe House, the School is determined that he has the attributes to be a curious, independent and creative learner. The School encourages the boys to become risk takers who can reflect upon their ideas and use them to problem solve. Thorpe House School boys have well-developed personalities, are self-confident, and show consideration for others. The School strives for its boys to be culturally aware, spiritually fulfilled, and content with life whilst retaining a high self-esteem and a positive regard for themselves.



Governance and Leadership

The School is administered by dedicated and hardworking trustees who have a clear understanding of the School; they work hard to ensure that the School stays true to its ethos. They offer a wide range of effective skills to support the Head and the School. As a result, the School benefits from outstanding leadership. A clear and well-communicated vision for the future is supported by the Governing Body and a committed Senior Leadership Team. All those involved at the School aim to create a caring, learning environment for the boys. The Senior Leadership Team currently comprises the Headteacher, Deputy Head, Director of Studies, Head of Lower School and Finance Manager. Mr Simon McCallion formally joined the school as Head of Sixth Form on 1st September 2023.

Our SECTIONS

Lower School is a vibrant, inclusive and very happy place to learn. Small classes and teachers with experience throughout Early Years and both Key Stage 1 and 2 ensure a high level of care and attention to every boy. Lower School boys are encouraged to embrace the values of kindness, friendship and respect, alongside perseverance and a love of learning.



In the Middle School, the aim is to create an environment where every pupil's academic needs are met, challenged and stretched on a daily basis. We want all pupils to realise not only their level, but also to appreciate what the next steps are and ensure that they are motivated to take those steps.

In the Upper School, the aim is to provide excellent teaching in a small school environment, preparing the boys for tomorrow's world and their next step in education. We seek to challenge, inspire and inculcate a lifelong love of learning whilst also developing the key attributes of intellectual curiosity, independent thinking and learning, resilience, respect and leadership.



The School opened a co-educational sixth form in September 2024 and is very excited by the opportunities which this venture will offer for both staff and pupils.

Learning Support Assistant (LSA)

Required ASAP

RESPONSIBLE TO: HEAD OF LEARNING SUPPORT

The LSA will:

- Work with class teachers to raise the learning and attainment of pupils
- Promote pupils' independence, self-esteem and social inclusion
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement

Duties and responsibilities

Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations on to the class teacher

JOB DESCRIPTION

- Supervise a class if the teacher is temporarily unavailable
- Use ICT skills to advance pupils' learning
- Undertake any other relevant duties given by the class teacher

Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons

Working with staff, parents/carers and relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues
- Invigilate during internal and external exams

JOB DESCRIPTION

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- Look after children who are upset or have had accidents

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Other areas of responsibility

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school

The LSA will be required to follow school policies and the staff code of conduct.

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the LSA will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Qualifications and training

- GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths
- First-aid training, or willingness to complete it

Experience

- Experience working in a school environment or other educational setting
- Experience working with children / young people
- Experience planning and delivering learning activities

Skills and knowledge

- Good literacy and numeracy skills
- Good organisational skills
- Ability to build effective working relationships with pupils and adults
- Skills and expertise in understanding the needs of all pupils
- Knowledge of how to help adapt and deliver support to meet individual needs
- Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils
- Excellent verbal communication skills
- Active listening skills
- The ability to remain calm in stressful situations
- Knowledge of guidance and requirements around safeguarding children
- Good ICT skills, particularly using ICT to support learning
- Understanding of roles and responsibilities within the classroom and whole school context

Personal Qualities

- Enjoyment of working with children
- Sensitivity and understanding, to help build good relationships with pupils
- A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding pupil's wellbeing and equality
- Resilient, positive, forward looking and enthusiastic about making a difference
- Capacity to inspire, motivate and challenge children and young people



TERMS & CONDITIONS OF APPLICATION

This position has availability for possible part time with other flexible options available . Full time hours will be 8:30am-4:30pm

The School offers fee remission on completion of probation subject to meeting admission criteria and available places.

Lunches are provided during term time at no cost and, tea, coffee and biscuits are provided at break times.

Creating the Future

Our APPLICATION PROCESS



1

To apply, please return a completed application form and covering letter to Mrs Funmi Obamakin, HR Officer, at f.obamakin@thorpehouse.co.uk. Early applications are encouraged as we reserve the right to appoint at any time during the recruitment process.

A copy of the School's recruitment policy, safeguarding policy and privacy notice are available at www.thorpehouse.co.uk/career-opportunities



2

Candidates will have to complete an IT task with the head of Learning Support and will partake in a small group observation as part of the interview process. In the formal interview there will be questions investigating the applicant's attitude to safeguarding issues and pedagogy.



3

References of shortlisted candidates will normally be taken up prior to interview. In the interests of safeguarding and child protection, we reserve the right to telephone referees to clarify any questions which arise from application forms, verify facts and investigate any inconsistencies between a written reference and the application form.

Thorpe House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any appointment made will be subject to child protection screening including checks with past employers and the Disclosure and Barring Service.

Thorpe House School is an Equal Opportunities employer.

Meet OUR TEAM



Mr Jake Burnett
Headteacher



Mr Sean Day
Deputy Head



Mrs Sue Jenkin
Director of Studies



Mr Simon McCallion
Head of Sixth Form

Creating the Future



The Thorpe Way

This core set of values defines who we are as a school; we show these qualities every day in class, out of school, and as members of the Thorpe Community. Being consistent in our approaches and attitudes will help us to be happy, hard-working and successful, so that we can all do our best and take pride in our achievements.

We are:

T: Truthful

We always:

- Show integrity in words and deeds
- Make the correct decisions, with thought and care
- Take ownership of our learning and behaviour with accountability for actions and outcomes
- Demonstrate responsibility for our actions and in what we say
- Show honesty and courage at all times

H: Helpful

We always:

- Assist those in need without being asked
- Hold doors open and step aside as necessary
- Queue up sensibly and respectfully
- Look after our school environment and keep all areas tidy
- Demonstrate we are positive role models within our community

O: Organised

We always:

- Take pride in our appearance
- Manage time, tasks and information effectively and productively, including keeping a record of homework and completing it to the best of our abilities
- Recognise when technology is a distraction and when it is appropriate (or not) to use a device
- Bring the correct equipment to class
- Plan, prioritise and take action to achieve personal goals

R: Resilient

We always:

- Demonstrate preparedness to learn and contribute to a positive environment
- Learn from our mistakes as well as taking risks
- Concentrate and remain focused in class
- Show we are ready to ask and answer questions
- Show respectful confidence and no fear of making mistakes

P: Polite

We always:

- Use language that is appropriate and respectful, remembering to use 'please' and 'thank you'
- Make eye contact and respond positively to others
- Speak clearly and appropriately, knowing that slang and profanity are never tolerated
- Show respect to classmates, students, staff and visitors both at school and offsite
- Move calmly and in an orderly way around the school

E: Empathic

We always:

- Treat others the way we wish to be treated
- Regulate emotions appropriately and carefully
- Take pride in the successes and achievements of others
- Show kindness and care for everyone in the school community
- Respect the beliefs, feelings, views and cultures of others





Creating the Future

let's get in touch

Thorpe House School
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