

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



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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 an impressive 75% of our Upper Sixth boys accepted places at Times Higher Education Top 30 universities in 2023, 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

Chaplain - full-time or part-time

We are seeking to find a new School Chaplain, who will lead the spiritual life of the school and provide pastoral support to everyone within the school community. It is hoped that a start date of September 2024 might be achievable, but the school would also accept any start date from September 2024 to January 2025 for the right candidate.

A beautiful Chapel and Christian teaching are central to the ethos of Bedford School; the Chaplain will be at the heart of the promotion of our school's Christian values, whilst appealing to a diverse community of day boys and boarders through both curricular and cocurricular avenues.

It is also hoped that the Chaplain will play a wide and deep role in the school, whether that be through a pastoral and cocurricular remit, or a teaching remit, or both. Applications are encouraged from applicants with or without teaching experience; and from applicants who would like to be considered for a full-time or part-time role.

For an informal discussion about the role with Sam Baldock, Vice Master (Senior Deputy Head), or Luke Rogers, Deputy Head (Academic), please contact Gina Elsby, PA to the school's Core Management Team on gelsby@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.

The Chaplain Role

The school has a Christian foundation and an impressive Chapel, which underwent considerable refurbishment in 2005. There is a fine choral tradition, which reflects the musical strength of the school and the successful candidate will be expected to work closely with the Director of Music in maintaining this tradition. The School community is a diverse one, with many faiths (and none) represented. That said, the life of the Chapel and the Christian life of the school are central to its ethos and the successful candidate will be expected to work closely with the Head Master in maintaining and promoting this aspect of school life.

There are weekly Sunday services in term for the boarding community (a mixture of morning and evening), weekly chapel Assemblies for the whole Upper School and a number of Chapel Assemblies for the Prep School during a term. Candidates for confirmation are prepared each year. There are a series of annual Carol services for various sections of the school community.

Beyond the formal life of the Chapel itself, the successful candidate will be expected to oversee the wider Christian work within the school. Opportunities for various discussion groups, Bible Studies, voluntary services etc. are present and it is expected that the Chaplain will take a lead in each. A willingness to be

involved in the Citizenship and General Education programmes (incorporating traditional PSHE but also a wide range of academic, cultural and social activities) of the school will be a particular advantage. The emphasis of the school is on the promotion of values and the encouragement of boys to think deeply about the world around them and to develop their own views during their time at the school. The Chaplain's contribution to that ethos is vital.

The Chaplain is centrally important to the pastoral life of the school. All members of the community – day and boarding, boys, staff, parents and old boys – should feel able to approach the Chaplain for pastoral support. The Chaplain is particularly important within the boarding community and is expected to be involved closely with each house, under the guidance of the Senior Boarding Housemaster. The Chaplain has no formal management role within the pastoral structure beyond membership of the pastoral committee, but is expected to work closely with the Vice Master and the Prep School Headmaster in the oversight of boy and staff welfare.

The school takes its commitment to involvement in the local community seriously and it is hoped that the Chaplain would be willing to help pioneer various elements of outreach work, whether within the school itself or in conjunction with local churches, schools and other organisations.

Bedford School has no particular historic link with any theological tradition within the Church of England. The successful candidate will be expected to identify with the ethos and current context of the school as described above and will work closely with and to the Head Master in all aspects of their role.

We would like our new Chaplain to be able to develop the spiritual thinking of boys and staff, lead discussions about current ethical or moral issues and be someone who encourages others to ask questions and live our school values (Responsibility, Curiosity, Endeavour, Integrity; all underpinned by Kindness).

It is anticipated that the Chaplain will contribute to the wider life of the school, potentially through some classroom teaching; but there is flexibility in this regard, so applications are encouraged whether or not you have teaching experience.

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:	Chaplain
Location:	De Parys Avenue, Bedford
Job Purpose:	To lead the spiritual life of the School community
Reporting Line:	Head Master/Vice Master
Hours:	Full-time or part-time but the post-holder will be required to work as necessary to complete the job (subject to the Working Time Regulations 1998).
Salary:	School's own salary scale

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. In addition to the main duties and responsibilities of the Chaplaincy role, it is anticipated that the successful candidate will play a full role in the life of the school, be that via pastoral care, cocurricular activity, teaching or a combination of the above.

Your Professional Duties

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

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):

- Responsibility for the life of the Chapel, including its use by external organisations
- Officiating at all school Chapel services and assemblies
- Organisation of all Chapel rotas: external preachers (in conjunction with the Head Master), internal assemblies, readings etc.
- Working with the Director of Music to ensure the efficient running of all aspects of Chapel life
- Annual preparation for all baptism and confirmation candidates
- Oversight of all other Christian activities within the school
- Supporting the Head Master in the appropriate promotion of Christian values

- Supporting the needs of pupils and staff of other faiths and those of no faith
- Visiting all boarding houses on a regular basis
- Provision of pastoral support as required to all members of the school community
- Specific support, alongside the School Counsellor, to any member of the Community, in times of specific need e.g. bereavement, serious illness etc.
- Liaising with the Head Master, Vice Master and Prep School Headmaster (amongst others; and as appropriate) on all matters of pastoral care
- Membership of the Pastoral Committee; and of the Chapel Committee
- Support, both direct and indirect, for the Citizenship and General Education (PSHCE) programmes of the school
- Organising or taking part in opportunities for boys and staff to discuss topical ethical, moral or spiritual issues
- Developing the spiritual well-being of the school in a wide sense (not just religious)
- Involvement in appropriate outreach work in the wider community of Bedford
- Support, both direct and indirect, for all cocurricular aspects of school life
- Attend all training as required and take responsibility for ongoing personal professional development circumstances.

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	Degree or equivalent qualification.	Other qualifications relating to young people (eg teaching, pastoral etc). Ordained Minister of the Anglican Church.	<i>Certificates</i>
Experience	Previous experience of leading spiritual worship. Experience of pastoral responsibility. Experience of leading discussion groups or similar. Experience of working with children of all ages.	Experience of working within a school environment, via classroom teaching or elsewhere. Experience in the needs of boarders.	<i>Application form and references</i>
Skills and Knowledge	Knowledge of current best practice and topical issues. Capable organiser, planner and administrator. Ability to form effective working relationships with a wide range of diverse stakeholders including staff, pupils and parents.	Budget management. Any range of skills and knowledge which facilitate a full contribution to the wider cocurricular or academic life of the school, e.g. by offering academic (or other) teaching in any subject offered by Bedford School, with appropriate support and training as required.	<i>Application form, references and interview</i>

Personal competencies and qualities	Personal and approachable. Able to inspire others and provoke thought. Empathetic and sensitive to the needs of others. Able to encourage others to question their perceptions and think deeply about spiritual issues. Effective communicator to all ages and group sizes. Sensitivity to those of all religious faiths or none. Ability to exercise appropriate confidentiality. Highest standard of integrity and hard work.		<i>Interview, observed lesson and references</i>
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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



“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](#)

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