



## Junior School Teacher, More House School

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Non-residential, full time position starting May half-term 2018.

**A qualified primary teacher, or graduate seeking Qualified Teacher Status in the future, is sought to teach English, Mathematics, Humanities and other subjects, primarily - but not exclusively - to pupils in years four to seven.**

### The School:

Nationally celebrated, More House School provides an exceptional, mainstream education for boys with Specific Learning Difficulties. Providing a transformative education recognised as 'Outstanding' in our March 2016 school Ofsted inspection, and in successive Ofsted inspections over more than a decade, we offer a specialised learning environment for 470 day and boarding boys from Year 4 to Year 13. Our pupils are taught to recognise their strengths and develop their self-belief so that they achieve independence and extraordinary results at GCSE, BTEC and A Level, above the national averages.

Gard'ner House is a dedicated building for the Junior School: years 4 to 6. They are very much a part of the whole school, however they attend the majority of their lessons and form time in this building. They use technical rooms for specialised lessons such as Music and Technology. The curriculum in the Junior School has a flexible approach to accommodate the needs of the boys. We are currently developing a project approach to their learning and plan to incorporate English and Maths into this. Class sizes are small and there is ample opportunity for boys to get involved in the school's extensive extra-curricular programme. We have a very creative and enthusiastic team of teachers who are keen to support the children in accessing the curriculum and encouraging the boys to recognise their academic and extra-curricular potential. The Junior School offers the boys strong pastoral provision as we understand that the boys may have found their educational experience to date difficult and they therefore need to develop their trust in the school, teachers and themselves.

All boys who attend More House are individually timetabled, with many receiving support through the on-site Learning Development Centre and its qualified therapeutic staff. The very broad curriculum affords opportunity to discover their strengths, challenging them to fulfil their academic and extra-curricular potential. Judged 'Outstanding' by Ofsted in its last four school inspections, our most recent inspection (March 2016) graded More House School 'Outstanding' overall, and 'Outstanding' in each of the six sub-sections of the report. More House is CReSTeD approved, listed in their Specialist Schools category, and is a member of the Independent Schools Association and Boarding Schools' Association.

The school is set on a wooded hillside in twenty-five acres on the Hampshire/Surrey border, and attractive modern facilities lie above the playing fields. In recent years, the school has refurbished and extended its boarding facilities, refurbished its eight Science laboratories, built its School of Engineering and CAD facilities, and opened a new Humanities block and school Chapel. Last summer witnessed the completion of our brand new library and Media Studies centre, and growth in learning support facilities.

Teaching staff join the school from a variety of backgrounds. Many have worked at More House for many years, but the school has supported several teachers through their initial teacher training, and more through their NQT year. Those already qualified may have previous experience in the state-maintained or independent sectors, and may have previous experience supporting learners with specific learning and language difficulties, or may not. The school provides a high level of support and training for all teaching staff, affording the development of confidence and skill in helping pupils to overcome the potential barriers to achievement posed by their difficulties.

### About this post:



A qualified primary teacher, or graduate seeking Qualified Teacher Status in the future, is sought to teach English, Mathematics, Humanities and other subjects, primarily - but not exclusively - to pupils in years four to seven. The post holder should be innovative and enthusiastic about approaches to lesson planning to motivate, enthuse and challenge pupils, giving them a sense of purpose and an opportunity to succeed. Class sizes are up to fourteen.

In addition to the commitments of the teaching timetable, the post-holder will be a form tutor, supported and led by the Head of Junior Years. This role requires the post-holder to liaise with teaching staff and parents to support the emotional wellbeing of the pupils and to develop pupils' organisation. Like all full-time staff, the post-holder will also be expected to lead one extra-curricular, after-school activity, on one afternoon a week from 4.30pm until 5.30pm during term time. The post-holder will participate in the supervision-duty programme, responsible within a team of staff allocated to duties at lunch and break-times, and other times as is necessary. The writing of reports and completion of other documentation, and the attendance at parent consultation evenings are elements of the role.

A comprehensive induction programme is offered, and ongoing professional development is supported through INSET days and training opportunities. Lunch is provided free of charge, daily, as is parking within the school's beautiful grounds.

The above list of duties is not exhaustive, and the post-holders may be required to perform such other duties as may be, from time to time, deemed necessary by the Headmaster. This is a non-residential post.

## Relationships:

- The post-holder is responsible to the Headmaster in all matters, and supported by and reporting to the Head of Junior Years in respect of academic and pastoral matters.
- The position includes the normal duties of form-tutor.
- The successful applicant must also interact effectively on a professional level with colleagues, and seek to establish and maintain productive relationships with all.

## Person specification:

| Essential                                                                                             | Desirable                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Qualifications                                                                                        |                                                                                                                                                                                 |
| Undergraduate degree evidencing study in a relevant subject-area.                                     | Qualified Teacher Status                                                                                                                                                        |
| Skills and Experience                                                                                 |                                                                                                                                                                                 |
| An ability to teach and differentiate for pupils with different needs.                                | Experience in teaching and supporting pupils with specific learning difficulties, including speech and language disorders and associated social and communication difficulties. |
| Be able to evidence understanding of appropriate Key Stage 2 and 3 curriculums for relevant subjects. |                                                                                                                                                                                 |



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| Experience of working within a school and classroom environment.                                                                               | Experience of classroom teaching at Key Stage 2 and 3, including evidence of excellent student progress. |
| Ability to make effective use of strategies to motivate and engage all pupils as effective learners and to promote good student relationships. | Experience of delivering extra-curricular activities, including educational visits.                      |
| An interest or qualification in outdoor learning, such as Forest School.                                                                       |                                                                                                          |
| Commitment to continued professional development.                                                                                              | Evidence of recent professional development.                                                             |
| <b>Personal Attributes</b>                                                                                                                     |                                                                                                          |
| Sense of humour and a positive outlook on life.                                                                                                |                                                                                                          |
| Excellent interpersonal and communication skills demonstrating an understanding of, and commitment to, professionalism.                        |                                                                                                          |
| Excellent standard of written English and attention to accuracy.                                                                               |                                                                                                          |
| Strong commitment to subject and learner success, and to excellence in all areas.                                                              |                                                                                                          |
| Energy, flexibility, resilience and determination to succeed.                                                                                  | Understanding of own strengths and areas for development.                                                |
| Excellent time-management and prioritisation skills, and ability to work under pressure and to deadlines.                                      | Perseverance.                                                                                            |
| Readiness to identify and respond to new challenges.                                                                                           |                                                                                                          |

## Hours:

8.20am until 4.30pm four days a week during term-time and 8.20am until 5.30pm one day a week during term time. Attendance at school events outside these hours from time to time, as well as a few INSET days towards the beginning or end of school holidays.

Part time applications will be considered.

## Salary:

According to experience.

## To Apply:

To apply, please submit a completed application form to Mrs Secker-Barker, the Headmaster's PA, at [hr@morehouseschool.co.uk](mailto:hr@morehouseschool.co.uk) or by post to:



More House School  
Moons Hill  
Frensham  
Farnham  
Surrey  
GU10 3AP

Interested candidates are welcome to make an appointment to visit the school for an informal visit.

**Closing date for applications: 5PM FRIDAY 16<sup>TH</sup> FEBRUARY**

**Interviews expected to be held on: WEEK COMMENCING 26<sup>TH</sup> FEBRUARY**

This post is subject to an Enhanced DBS clearance and the receipt of satisfactory references before a formal job offer is confirmed.

More House School is firmly committed to safeguarding and promoting the welfare of children and young people.