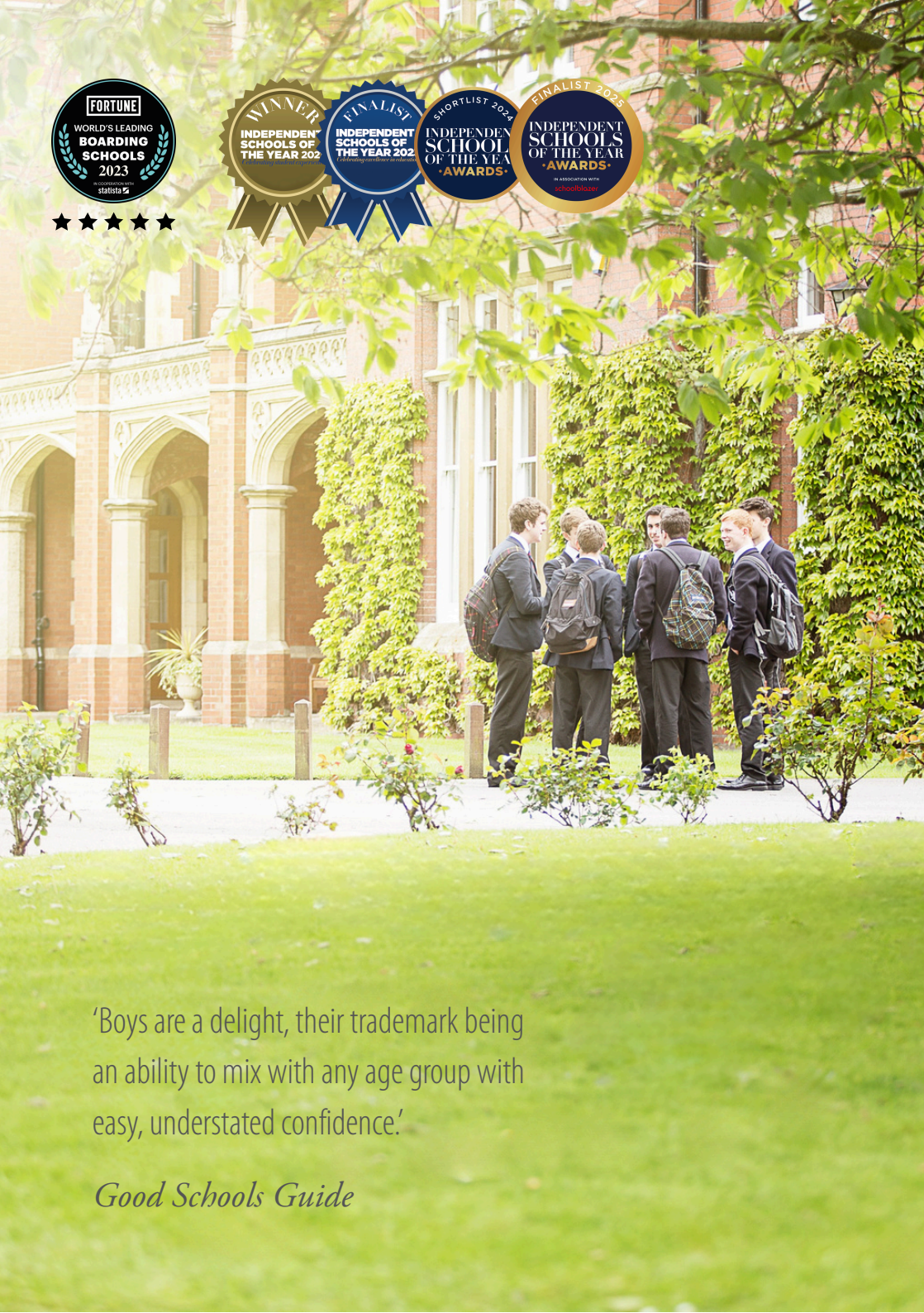


Joining Bedford

Teacher of History



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

Good Schools Guide

*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 co-curricular 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

We wish to appoint a Teacher of History for September 2026. The successful candidate will have a genuine passion for History, a desire to inspire this in others and will be eager to develop their own teaching skills across Year 9, GCSE, A-Level, and university preparation.

The History department at Bedford has a strong academic focus. We have a good record of success in terms of university uptake, including Oxbridge. A-Level results are also strong, with a pleasing number of pupils going on to study History, International Relations, Law, and other related intellectual humanities subjects beyond Bedford at some of the country's most competitive universities, including Oxbridge.

The department is also proud of its work supporting boys' interest in History beyond examined GCSE and A Level courses. The History Society is active and has lively discussions on a wide range of historical interests. The department seeks to foster a lasting commitment and love of history, politics and nuanced understanding of humanity's past and its influence on the present; we aim to make lessons interesting, relevant and enjoyable.

This post could be a role for an early career teacher or suitably qualified graduate keen to start their teaching career in a supportive environment. Bedford has an outstanding provision for supporting teachers through Initial Teacher Training. The role may also suit a more experienced teacher keen to broaden their experience in a new course or a different school setting.

An introduction to History at Bedford School

At present, the department has four teachers, one of whom is the Head of History, who oversees provision for Fourth Form (Year 9) through to Sixth Form, including the Edexcel/Pearson A Level. In the Fourth Form pupils begin the Pearson IGCSE GCSE History course, starting the Superpower Relations, Cold War Depth Study. In the Removes and Fifth Form (Years 10 and 11) we complete the Superpower component before moving through World War One (Historical Investigations), Civil Rights in the US (Depth Study), and the Middle East 1917–2012 (Breadth Study). At present, all teachers of history also contribute to the teaching of the Edexcel Politics A-Level, whilst this flexibility is welcome, it is not a requirement.

The department currently has four dedicated classrooms, each with interactive whiteboards, and a Sixth Form study room and superbly stocked, dedicated History Library with regular book displays, available to pupils and staff. The department is particularly proud of excellent retention rates from GCSE to A Level, and the fact that many boys within the department develop a genuine interest in their subject.

It would be desirable, though not essential, for the successful candidate to have experience of GCSE and A Level qualifications, the ability to teach Religious Studies and Politics is also desirable; what is essential, however, is a willingness and enthusiasm to help ensure History continues to play a central role in the academic life of the school. Experience of the independent sector and/or a boarding environment is not essential; each year, Bedford School welcomes teachers from the state and independent sectors in England, and from some of the world's best international schools, and we value the experience that they bring.

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.

The selection process will involve a lesson observation, a tour of the school and interviews. The Head of History (Henry Vann) or the Deputy Head Academic (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 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.

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.

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):

1. Teaching:

- Uphold high standards of preparation, teaching and discipline.
- Always promote equality, diversity and inclusion.
- Support the work of the department to ensure the highest possible levels of achievement for all pupils.
- Plan lessons in accordance with department's schemes of work.
- Contribute to the development and evaluation of the department's syllabi and schemes of work.
- Liaise with colleagues on the planning of work for collaborative delivery.
- Monitor, track and seek to understand prior attainment, keep records, and be aware of boys' individual circumstances.
- 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.

2. 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.

3. 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.

4. Professional Standards:

- Support the aims and ethos of the school.
- Treat all members of the school community with respect and consideration.
- 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 cocurricular 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 Criteria

Desirable Criteria

Assessment Method

Qualifications

- Good honours degree in History or an appropriate related subject from a recognised university either in the UK or overseas.

- PGCE/QTS

Certificates

Experience

- Knowledge and understanding of the requirements of teaching History at secondary level, including GCSE and A-Level.

- Experience of teaching History Studies at secondary level, including GCSE and A-Level.

Application form, references, and interview

Skills

- Outstanding teaching practice.
- An ability to inspire and motivate students.
- Excellent communication skills, orally and in writing, with boys, parents and staff.
- Strong time management skills.
- Show initiative within the framework of a strong and supportive team.
- Willingness to utilise and develop departmental teaching 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.
- 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 GCSE and A-Level History 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.

- The ability to support applications to advanced higher education courses involving History or related specialisms

Observed lesson, interview and references

Personal Attributes

- An intellectual interest in History and a passion for the subject and all it offers.
- An approachable and professional manner.
- A pragmatic and 'can do' approach.
- A commitment to professional development.
- Resilience, commitment and confidence.
- An ability to prioritise and remain calm under pressure.
- Flexible, well-organised, energetic and self-directed.
- An ability to work independently and within a team, using a wide range of resources.
- Appreciation of the ethos of our school.

- 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.

Staff can also join a private healthcare scheme, which includes an annual allowance towards healthcare costs (e.g. dental and optical expenses), funding 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 rewarding place to work with a strong sense of community.



COMPETITIVE SALARIES & PENSION SCHEMES



EMPLOYEE ASSISTANCE PROGRAMME



PRIVATE HEALTHCARE SCHEME



PROFESSIONAL DEVELOPMENT



FREE LUNCHES DURING TERMTIME



FREE ONSITE PARKING



GENEROUS HOLIDAYS



FEE REMISSION FOR TEACHING STAFF

Why Bedford? From our boys.

“We have the new rowing performance centre with all the ergs, the best sculls, a good river, perfect trainers (coaches) who really want you to evolve and get better.”

Julian Lainck

Upper Sixth Form, Boarder, Rower
Brian Cawley Rowing Scholarship recipient



“With wicket keeping, my coach from Northants (CCC) teaches me a lot. We also have players from Northants, who bowl to me really well—that pushes me to the limit. They both play county as well, and because of their age they can bowl faster and they can swing the ball more, which challenges me.”

Aveer Nagpal

Year 6, Day Boy, Middlesex County Cricketer

Useful Links

- [Bedford School Website](#)
- [The Harpur Trust](#)
- [Awards, Inspections and Reviews](#)
- [News Stories](#)
- [Bedford School Film](#)
- [Facebook](#)
- [Instagram](#)

‘... while the trophy cabinets are bursting at the seams for all sports from rugby and cricket to rowing and golf, the overall ethos is far from elitist’

Good Schools Guide



bedfordschool.org.uk