

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.

Creating the Future

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 will be opening 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.

JOB DESCRIPTION

Head of Creative Arts Faculty

Required for Sept 2024

RESPONSIBLE TO: DIRECTOR OF STUDIES

The Head of Faculty is responsible for:

- the quality of teaching and learning across the faculty;
- Supervising, maintaining and reviewing schemes of work across the faculty and other syllabus documentation;
- coordinating and overseeing the work of members of the faculty;
- Responsibly controlling and allocating the faculty budget;
- maintaining, ordering and reviewing necessary resources;
- organising and chairing faculty meetings;
- monitoring standards of teaching within the faculty;
- ensuring adequate assessment procedures are in place;
- overseeing and supervising performance management within the faculty; each member of the faculty reports directly to the Head of Faculty

It is the role of the Head of Faculty to:

- share the visions, aims and objectives of Thorpe House School – including all elements of safeguarding; ensuring that all elements of pastoral care and academic curriculum are met within the faculty
- provide effective leadership and management, enabling the faculty to enhance the quality of learning of the pupils, with a view to optimising the achievement of individuals and groups of pupils;
- carry out a share of school duties and extra-curricular activities and to coach/direct other members of the faculty to operate in a similar fashion;
- participate in the school's staff performance processes and lead in continuing professional development both in supervising all faculty members, but also in reporting to the Director of Studies
- actively promote equal opportunities;
- comply with data protection;
- comply with all school policies;

JOB DESCRIPTION

Leadership:

- maintain an innovative approach to the subject area so that the faculty remains forward thinking in its approach;
- inspire faculty members by personal example;
- ensure that the faculty provides a safe, stimulating and welcoming learning environment for all pupils;
- manage effectively the human resources at the faculty's disposal, including teaching, non-teaching and support staff;
- create a vision, sense of purpose and pride in the faculty and in all spaces and areas used by the faculty and across the school;
- coordinate the production and maintenance of the faculty/subject handbook, and to implement, monitor and evaluate all of its policies and documentation;
- be responsible for continuously improving the quality of teaching and learning in the faculty;
- be responsible for maintaining student discipline in the faculty including supporting staff during lessons when appropriate;
- play a major role as a middle manager in the development of all aspects of the school, including its policies and their implementation;
- promote opportunity for the promotion and development of the faculty
- develop and maintain effective methods of communication with the Headteacher, Senior Leadership Team, other staff, pupils, parents, governors, external agencies and the wider community;
- identify and applaud areas of success for individual teachers and the faculty;
- help create an effective team by promoting collective approaches to curricular/faculty development, e.g. consult when writing the development plan and produce resources as a team;
- chair and produce the agenda for effective faculty meetings. To ensure minutes are taken and copied to the Director of Studies and others as appropriate;

JOB DESCRIPTION

- assist in the process of recruiting new faculty members as required;
- implement school assessment and target setting policies, and make effective use of data to monitor and evaluate the achievement and attainment of pupils in the subject, including the recording and evaluation of public examination results when appropriate;
- initiate/maintain the provision of extra-curricular activities, e.g. the use of resources after school/during lunch-breaks or a club, etc;
- assist with the production of relevant faculty material for inclusion in the prospectus, newsletter and website;
- support and encourage in others the support of individual pupils and groups of pupils through attendance at Thorpe House events;
- attend special school events including whole school and House assemblies;
- offer advice and counselling to pupils, especially as this relates to GCSE and A level / post 16 choices

Curricular Development:

- contribute towards continuity and progression within the whole school curriculum;
- represent the department in monthly Academic meetings;
- oversee the Faculty Development Plan, its implementation and the part it plays in the whole School Development Plan;
- develop comprehensive schemes of work which include a range of teaching and learning styles (e.g. including effective use of technology as a tool for teaching) providing a rich experience for pupils, and to incorporate a variety of assessment methods at key points to enable accurate judgements on pupil progress;
- monitor and evaluate the teaching in the faculty ensuring effective differentiation;
- take the initiative in identifying strategies to support consistency of practice and be a lead practitioner in the team;
- liaise with the Head of Learning Support to develop strategies and procedures for teaching and learning for pupils with special educational needs across the faculty;

JOB DESCRIPTION

Stock/Resources/Budget:

- identify in advance any projects for inclusion in future budgets;
- manage the department stock, teaching resources and finances efficiently

Liaison/Communication:

- meet regularly and develop effective faculty management;
- act as the initial point of contact regarding all issues relating to the subjects within the faculty;
- attend parents' evenings as required;
- liaise with other heads of faculty regarding whole school issues;
- inform staff about meetings, new developments and ideas related to the subject and the department;
- implement the Health and Safety management and ISI inspection process

Professional Development:

- provide or organise in-service training for the faculty staff as appropriate and to evaluate its effectiveness.
- have day-to-day responsibility for the monitoring, support and assessment of newly qualified teachers and new colleagues.
- delegate tasks and devolve responsibility for many of the items above in a way which maximises the use of available talent, experience and enthusiasm and provides development opportunities for all staff within the faculty

Other:

- attend Saturday morning(s) and after school events and functions as required;
- attend the Parents' Association annual summer event;
- attend and support school events as necessary

This job description is not exhaustive but lists the main duties and responsibilities of the role. It may be amended at any time subject to discussion between the post holder and Headteacher.

NB Each Faculty Head will also have specific elements of their role that relate to subject based needs/requirements (agreed with each HoF)

JOB DESCRIPTION

In addition to the generic Head of Faculty job description, the following apply to

Head of Creative Arts:

- the implementation and promotion of performances (musical, dramatic and arts based) across and within Key Stage 3, 4 and 5; liaising with the Lower School Deputy Head and Lower School Academic Coordinator for a seamless implementation and transition regarding performances at the Lower School; supporting and guiding the Faculty at key events including but not limited to: school plays, musical concerts, Speech Day, Art exhibitions
- the implementation and promotion of the creative arts within Key Stage 3, 4 and 5 through a range of visual (and other) displays; working with the Head of Marketing to ensure these are shared in Newsletters and the termly Griffin Gazette
- Celebration and coordination of the creative arts within the school calendar e.g. school concerts and performances, assemblies, Activities Week, and across the delivery of all subjects within the Faculty
- Coordination and leadership of the Creative Arts events and celebrations outside of school e.g. wider community opportunities and evenings



TERMS & CONDITIONS OF APPLICATION

This is a full time, permanent position from September 2024.

The School offers flexible pension arrangements, and 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. The closing date for receipt of applications is 9am on Monday, 19 February. 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 be expected to teach a lesson 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.

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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