

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 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

KS1 Teacher

Required for Sept 2024

RESPONSIBLE TO: HEAD OF LOWER SCHOOL

Job Purpose:

To carry out the professional duties of a KS1 Teacher as required in accordance with the school's policies and procedures, particularly safeguarding and health and safety, under the direction of the Head of Lower School;

To promote and support the aims, values and ethos of the school.

Areas of Responsibility and Key Tasks

Planning and Teaching

Teach challenging, well-organised lessons across the ability and age range, motivating the boys by:

Having a secure knowledge and understanding of the curriculum;
Planning for progressions, identifying clear and challenging learning objectives, specifying how they will be taught and assessed;

Using an appropriate range of teaching strategies and resources, including ICT, which meet learners' needs, promoting equality and inclusion;

Building on the prior knowledge and attainment of the boys to ensure objectives are met and progress sustained;

Providing opportunities to allow boys to apply new knowledge, understanding and skills;

Differentiating work to ensure that boys are learning according to their ability;

Adapting language used to suit the boys taught, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;

JOB DESCRIPTION

Managing the learning of each boy effectively, modifying teaching appropriately to suit the stage of the lesson and the needs of the boys, setting clear targets, building on prior attainment;

Identifying SEN or very able pupils and differentiating work accordingly;

Making effective use of assessment and ensuring coverage of programmes of study;

Ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;

Evaluating own teaching critically to improve effectiveness;

Ensuring the effective and efficient deployment of classroom support;

Encouraging boys to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively;

Using a variety of teaching strategies including child and teacher initiated learning to provide the very best learning opportunities.

Learning Environment

Establishing a purposeful and safe learning environment so that boys feel secure and sufficiently confident to make an active contribution to learning and to the school;

Identifying and using opportunities to extend learning, through outdoor and out-of-school activities, where possible making links between in-school learning and out-of-school contexts;

Managing boys' behaviour constructively by establishing techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.

JOB DESCRIPTION

Monitoring, Assessment, Recording, Reporting

Making effective use of an appropriate range of assessment, monitoring and recording strategies as a basis for diagnosing boys' needs, setting realistic and challenging learning objectives, monitoring progress and attainment and planning future teaching;

Assessing how well learning objectives have been achieved and then to improve specific aspects of teaching;

Marking and monitoring boys' work and set targets for progress;

Assessing and recording boys' progress systematically and keeping records to check work is understood and completed, monitoring strengths and weaknesses, informing, planning and recognising the level at which the boy is achieving;

Supporting and guiding boys so they can reflect on their learning, identifying progress they have made, setting positive targets for improvement and becoming independent learners;

Providing boys, colleagues and parents with timely, accurate and constructive feedback on boys' attainment, progress and areas for development both written and verbally, as required;

Attend parents' evenings and other information evenings, as required.

Health and Well-Being

Having a clear understanding of the current legal requirements, policies and guidance on the safeguarding and promotion of the well-being of children and young people;

Knowing how to identify and support children whose progress, development or well-being is affected by changes or difficulties in their personal circumstances and when to refer them for specialist support.

JOB DESCRIPTION

Whole School Development

Contributing to the whole school's planning activities and the school improvement plan;

Contributing where appropriate to implementing policies and practices, promoting collective responsibility for their implementation.

Team Working and Collaboration

Working as a team member and identifying opportunities for working with colleagues and sharing the development of effective practice with them.

Other:

Undertake lunch and other duties as required by the Head of Lower School;

Run one club after school;

Attending Open Day and other days, as and when required, to promote the school within the community;

Any other duties, as reasonably required by the Head of Lower School or Head.



TERMS & CONDITIONS OF APPLICATION

This is a full time, fixed term position from September 2024 until the end of the school year.

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.

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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 Friday, 12 April. 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.

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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