

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

TEACHER OF PSYCHOLOGY/CRIMINOLOGY/SOCIOLOGY

Required for September 2024

The opportunity has arisen for a knowledgeable and enthusiastic Teacher of Psychology and / or Sociology and / or Criminology to join our thriving and innovative teaching teams, and inspire students especially in our brand new and dynamic Sixth Form.

Applicants will show enthusiasm towards joining our dynamic, committed and supportive team. We welcome applications from candidates, including strong ECTs, who can demonstrate the highest standards of delivery in order to raise attainment, and show a commitment to motivating young people.

Job Purpose

1. Establish course(s) for Psychology A-Level, Sociology A-Level, and Criminology Applied Diploma.
2. Teach a range of classes in accordance with the contact ratio for teaching staff.
3. Be responsible for the progress and welfare of students both as a classroom teacher and as a tutor.

Section B: Accountable to - Head of Faculty for Humanities and Social Sciences

Section C: Accountable for - Schemes of work in A-Level Psychology and / or A-Level Sociology, and / or Applied Diploma in Criminology. Progress, achievement and attainment in the named subjects during and at the end of Key Stages 5

Section D: Key Accountabilities and Tasks

1 School Vision and Ethos

Contribution to the promotion and maintenance of a shared school ethos of respect for learning and achievement, underpinned by high expectations for behaviour.

- i. Demonstrate high professional standards at all times.
- ii. Maintain good order and discipline at all times and promote amongst students an understanding and appreciation of the school's behaviour policy.
- iii. Implement the school's equal opportunities policies.
- iv. Attend school events as appropriate to develop and promote the school's aims and ethos.

Contribution to ongoing strategic whole school development

- i. Contribute to the creation of the school development and action plans as appropriate.
- ii. Support the school's aim of promoting a creative ethos within the school in which all staff and students are encouraged to develop their skills and talents.

Development and maintenance of effective professional relationships within and beyond the school

- i. Participate in the agreed systems for the performance management of teachers.
- ii. Communicate effectively with parents and carers in supporting the learning of students, including attendance at relevant parent-teacher consultation meetings.

2 Learning and Teaching

Implementation of agreed aspects of the school's work to improve learning and teaching leading to sustained high achievement and attainment

- i. Promote the development of high-quality teaching and learning in line with the school development plan
- ii Keep abreast of current developments in the teaching and learning of the relevant subject(s).
- iii Participate in the preparation and assessment of students for public examinations.
- iv Carry out the role of form tutor to a high standard in accordance with school policy.

Schemes of Work

- i. Production of Schemes of Work for relevant courses
- ii. Review of effectiveness of schemes of work, and improvement thereof, as required

3. Administration, Accommodation, Finance and Resources

Shared responsibility for the efficient running of the school through effective administration and communication at all levels

- i. Participate in relevant meetings relating to the curriculum, administration or organisation of the school and liaise with colleagues as appropriate.
- ii. Undertake supervisory duties in accordance with published duty rotas.
- iii. Perform other duties commensurate with the status of the post as may from time to time be determined by the Headteacher.

Responsibility for ensuring that facilities and resources in the are used efficiently and that high standards of health and safety, security and maintenance are maintained at all times

- i. Contribute to the development and maintenance of schemes of work and teaching resources to support high quality curriculum delivery.
- ii. Manage the efficient use and maintenance of accommodation and facilities in the curriculum area.
- ii. Ensure that high standards of health and safety are adhered to at all times and that accommodation and resources are kept appropriately secure.

PERSON SPECIFICATION

A: Application

I: Interview

T: Task

R: Reference

QUALIFICATIONS		
• Graduate		A
• Qualified teacher status		A
EXPERIENCE		
• Proven successful experience of teaching across the age and ability range and of raising student achievement (teaching practice can provide evidence of such experience)		A / I / R
• Evidence of interest in curriculum development		A / I / R
• Up to date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people		A / I
SKILLS		
• Excellent communication skills at all levels orally and in writing		A / I / T
• Excellent ICT skills		A / I / T
BEHAVIOURS		
• Proven competence in working independently and as part of a team		R
• Proven competence in working in a positive and energising manner		R
• Proven competence in showing grace under pressure / leading and managing change		R
• Proven competence in problem solving		R
• Proven competence in achieving successful outcomes		R
• A satisfactory health, punctuality and attendance record *		R *
COMMITMENTS		
• Proven commitment to ensuring that the principles and policies of equal opportunities deliver excellent outcomes for all members of the school community		A / I / T / R
• Commitment to the community ethos of the school		I
• Commitment to your own continuing professional development		A



TERMS & CONDITIONS OF APPLICATION

This is a full time, permanent term 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.

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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 9 am on Friday, 22 March. Interviews will be held w/c Monday 25th March. 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

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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

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