



## ACADEMIC

### QUESTION 01

#### What is the structure of the week?

The blank timetable below gives an idea of this. Each day consists of four academic lessons - three in the morning and one in the afternoon. The afternoons also have an Activities period and an Enigma session on three days. Members of staff are expected on site by 8:45 am (unless they are driving students in from a boarding House) and must stay until the end of the working day unless they have other duties to perform after this. Many teachers arrive in time for breakfast and leave after having supper.

Monday		Tuesday		Wednesday		Thursday		Friday	
8:50 to 10:00		8:50 to 10:00		8:50 to 9:25	Departmental Meetings	8:50 to 10:00		8:50 to 10:00	
Break		Break		Break		Break		Break	
10:20 to 11:30		10:20 to 11:30		10:45 to 11:45		10:20 to 11:30		10:20 to 11:30	
Break		Break		Break		Break		Break	
11:50 to 1:00 (1:10)		11:50 to 1:00 (1:10)		12:00 to 1:00 (1:10)		11:50 to 1:00 (1:10)		11:50 to 1:00 (1:10)	
Lunch		Lunch		Lunch		Lunch		Lunch	
1:50 to 3:25	Activities	1:50 to 3:00		2:00 to 3:30	Wednesday programme	1:50 to 3:00		1:50 to 3:00	Enigma
3:30 to 4:25	Staff Meeting	3:10 to 4:55	Activities	3:30 to 5:00	free time	3:10 to 4:55	Activities	Break	3:20 to 4:30
4:30 to 5:40 (5:50)		5:00 to 6:10 (6:22)	Enigma	5:00 to 6:10 (6:20)		5:00 to 6:10 (6:20)	Enigma		
5:40 (5:50)	Supper	6:10 (6:22)	Supper	6:10 (6:20)	Supper	6:10 (6:20)	Supper		

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### QUESTION 02

#### How long are the lessons?

All lessons are a standard 70 minutes except on Wednesday mornings when they are reduced to 60 minutes to accommodate a weekly departmental or pastoral team meeting. Some A2 lessons (those before lunch and supper) are 80 minutes (finishing times shown in brackets).



QUESTION 03

## **How many lessons will I be expected to teach?**

A good thing about our timetable is that you will meet each of your groups each day. You will be expected to teach three groups as well as possibly supervising Private Study, giving a total of 16 lessons in a week. Each full-time teacher has a half day starting after lunch on either Tuesday, Wednesday, Thursday or Friday (never on a Monday because of the full staff meeting where students' weekly attainment and effort grades are discussed). There is no Saturday school although there will be some weekend supervisory duties, usually two weekends per term (unless you are also a Full tutor attached to a boarding house.)

QUESTION 04

## **How many weeks per academic year are there?**

There are usually 35 teaching weeks divided into three terms (14 weeks, 10 weeks, 11 weeks or 14 weeks, 11 weeks, 10 weeks). Teachers are contracted to attend the full staff meeting prior to the start of the academic year. There are half term breaks of one week in the Autumn and Spring terms but not in the Summer term.

QUESTION 05

## **What other responsibilities will I have as a teacher at Hurtwood?**

All full-time teachers are expected to contribute to the duty rota by either doing a morning or afternoon supervisory duty. There are also pastoral responsibilities and 'Activities' responsibilities expected of all teachers.



## PASTORAL

QUESTION 06

### **What are the pastoral/residential responsibilities?**

At Hurtwood, the term “residential” is used to mean the responsibilities associated with being attached to a boarding house. All full-time teachers are attached to a House and have an academic tutor group which they meet weekly at the House on a Monday after supper. Teachers who are also a Full Tutor (which carries an additional allowance or accommodation if available), have a larger tutor group and do supervisory duties at their boarding house during the week. These consist of, in general, one evening a week in addition to meeting their tutor group on a Monday and one weekend in five.

QUESTION 07

### **What does being an academic tutor involve?**

Tutorials at Hurtwood involve meeting tutees individually on Monday evenings in their boarding houses to discuss academic progress and how much tutees are getting involved in the wider life of the school. It is also a time in which any important administration, such as exam entries, can be carried out. In addition to Monday tutorials, tutors will of course informally meet their tutees throughout the school week. Tutors are expected to brief Housemasters on the content of tutorials and to provide a record in the form of tutor notes on a weekly basis. Tutors are also expected to contribute to their tutees’ references when they apply for higher education in their A2 year.

QUESTION 08

### **Does the School offer accommodation for staff?**

Some staff do live in but accommodation is limited and availability varies from year to year. Most Full Tutors do not live in their boarding houses, preferring to make their own arrangements for the additional allowance.



## CONTRACTUAL

QUESTION 09

### **Is there a probationary period?**

In keeping with most schools, all new teachers have a one year probationary period. Prior to starting the year, there is an induction programme and support meetings are scheduled throughout the year to ensure that all goes well during this time.

QUESTION 10

### **Is there a salary scale?**

Hurtwood does not have a salary scale, preferring to recognise the hard work and contributions of its teachers on an annual basis. At the end of the academic year, the Headmaster writes to each member of staff informing them of their salary for the forthcoming academic year.

QUESTION 11

### **Is the School a member of the TPS?**

Yes. You will be invited to opt in or out on appointment.

QUESTION 12

### **How are students selected for entry?**

Selection is based on a personal interview involving the Headmaster, the prospective student and his/her parents. If it is felt that the student will flourish at Hurtwood and benefit from the experience, then an unconditional place is offered. There is no entry exam, nor a minimum set of entry requirements.

## GENERAL



QUESTION 13

## **What support is available for students with an SLD? (Specific Learning Difficulty)**

Our Learning Support Coordinator is responsible for coordinating the support that we offer to students. Hurtwood believes that support should always be subject specific and therefore individual teachers assist students with an SLD within and outside of their classroom time. These students have an IEP (Individual Education Plan) which is reviewed termly with their teachers during the “learning meetings”. The Learning Support Coordinator collates outside agencies’ reports and is available to discuss learning strategies in greater detail if necessary.

QUESTION 14

## **What support is available for EAL students? (English as an Additional Language)**

Hurtwood has a dedicated department for these students who can be supported in their normal academic classes. They are all prepared for the IELTS examination if they do not already possess a suitable qualification in English.

QUESTION 15

## **Is there the opportunity for CPD?**

The School is generous in this area and, if a teacher or their Head of Department feels that a particular course will be beneficial, then the School is supportive in allowing/encouraging attendance.



QUESTION 16

## **Is there an appraisal system?**

Hurtwood operates a self-appraisal process whereby in the second year of joining the school, teachers complete a self-appraisal form on a biannual basis. This is followed by a meeting with a member of SMT to discuss the contents. Often, appropriate CPD is identified at this meeting.

QUESTION 17

## **Is there an expectation to get involved in extra-curricular activities?**

During each afternoon (except Fridays) there is an Activities programme of sports, rehearsals, clubs etc. in which all full-time teachers are expected to be involved in some way. In addition, some teachers contribute to the “Enigma” programme (our enrichment programme) by offering a unit of five weeks in a topic usually but not necessarily, outside of their academic expertise.

QUESTION 18

## **Does the School have open days or parents' evenings?**

No. Hurtwood very much feels that the parents' evenings model where a parent is limited to a short period of time with each teacher does not work. We prefer an individual touch where parents can make an appointment to see the Deputy Head: Students along with all the relevant teachers at any time during the academic year. To keep parents “in the loop”, teachers are also required to write full reports at the end of each term and parents have live access at all times to their son/daughter’s weekly grades. Keeping parents fully involved in their child’s progress is a priority.

QUESTION 19

## **Will I need to drive a school minibus?**

In order to drive a minibus at Hurtwood, you must have a D1 licence. All Full Tutors are encouraged to attain this qualification, at the School’s expense, and other teachers who wish to train to drive are encouraged to do so. Holders of the D1 licence are expected to bring students to and from the main campus as well as contributing to the Activities programme.