



FORRES SANDLE MANOR
FORDINGBRIDGE

APPOINTMENT OF HEAD OF DESIGN TECHNOLOGY



Salary: Commensurate with skills and experience

Start Date: September 2025

Closing Date: Midday 24th February 2025



FORRES SANDLE MANOR FORDINGBRIDGE

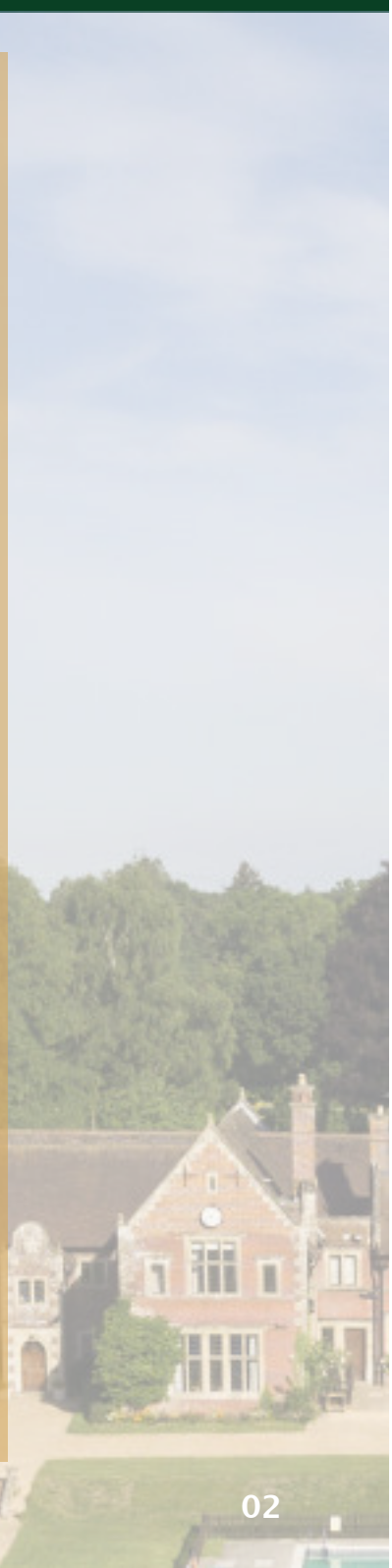
AN INTRODUCTION TO FORRES SANDLE MANOR

Established in 1880, what is now Forres Sandle Manor has an enviable history. The owner of Pembroke Lodge School (originally located in Southbourne), purchased the Manor House and adjacent land in 1936 and at the start of the 1936 autumn term, Sandle Manor Preparatory School commenced educating pupils on this site. During the following decades the school's facilities underwent considerable improvements, including new classroom blocks, sports facilities and in 1972 a new swimming pool. In 1993 Sandle Manor Preparatory School was merged with Forres Preparatory School of Swanage, and was renamed Forres Sandle Manor Preparatory School.

Today the school remains set within 35 acres of stunning grounds, which include sports fields, an astro pitch, heated swimming pool, cricket pitches, a multi-purpose sports hall, netball/tennis courts, as well as beautiful woodland including our forest school (complete with our own Anglo-Saxon Roundhouse). The original manor house is recorded in the Domesday Book; an Elizabethan House, largely rebuilt around 1900 but retaining the Tudor style.

Location

The school stands in acres of wonderful countryside located on the borders of Hampshire, Wiltshire, and Dorset. Fordingbridge, a small, picturesque, riverside town, is referred to as the 'Gateway to the New Forest' and is located between the cathedral city of Salisbury and the coastal towns of Christchurch, Bournemouth and Poole. The area is steeped in history and boasts easy access to the beaches of the Jurassic coast, riverside walks, the New Forest, and numerous historical and family attractions. It is one of the most beautiful locations in Southern England. The School is located 12 miles from Salisbury, and less than 20 miles from Bournemouth town centre.





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Educational Provision

As stated above, our school has enjoyed an enviable reputation as an outstanding preparatory school, which for many decades has prepared pupils for 13+ Common Entrance and scholarships to senior independent schools including Marlborough, Sherborne, Canford, Dauntsey's, Bryanston and Clayesmore. In recent years FSM's leavers have continued to achieve a 100% success rate at Common Entrance.

As part of this provision, the school also has a proud history of providing exceptional care for boarders from Year 3 and above. Although today boarders make up a minority of our school's population, our boarders (including a small but growing number of international pupils) continue to enjoy the large bedrooms of the manor house. Full, weekly and flexi-boarding is available, with the latter proving increasingly popular with our older pupils, many of whom now stay for 1 or 2 nights each week.

Recently the school has announced plans to extend its provision up to GCSE, with the first year group due to sit their examinations in the summer of 2027. Our current Year 9 pupils will be the first to commence their GCSE courses in September 2025.

As a result, we are currently investing in an expansion of our curriculum and a significant development of our co-curricular provision, both of which require additional staffing. Furthermore, in September 2025 we are due to open our new multi-million pound STEAM (Science, Technology, Engineering, Art, Mathematics) building, which will further transform the educational provision for our pupils.

Aims

As we enter this new and exciting period in our school's history, it is our ambition that we grow sustainably and remain true to the values which make the school what it is today. Academically, this means ensuring we continue to strive for all of our pupils to make outstanding academic progress by being taught in small classes by inspirational teachers. We also aim to continue to develop our focus on ensuring outstanding personal development for all our pupils through an ever increasing range of enrichment and co-curricular opportunities. Finally, and most fundamentally, we strive to maintain the ethos which permeates through every part of the school – ensuring that every member of staff takes a genuine interest in the wellbeing and development of every pupil and that all are able to feel valued for who they are and inspired to become the very best versions of themselves.



ROLE

Since September 2022, following the arrival of our Headmaster Mark Howe, Forres Sandle Manor has enjoyed a period of considerable growth and success. During this period, enrolment has grown by over 40% and this looks set to continue well into 2026 and beyond. This growth led to the creation of 5 new teaching roles for September 2024, and we are anticipating a similar expansion for September 2025.

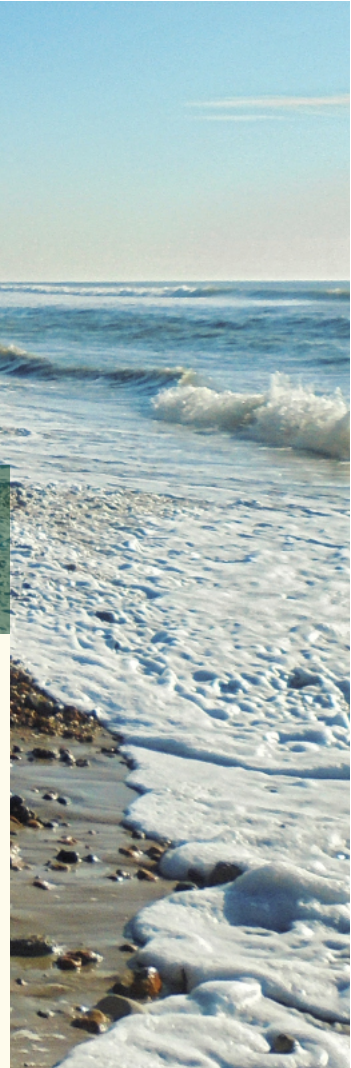
The successful applicant will be joining the school at an exciting time for the department. From September 2025, all Design Technology lessons will take place in our new 'DT Hub', situated in our multi-million pound STEAM building. This purpose built space will feature both a workshop/ resistant materials area, as well as a new CAD suite, complete with laser cutter and 3D printer.

We are seeking a candidate with the vision, passion and experience not only to establish (with considerable autonomy, including selecting the exam board) an excellent GCSE Design Technology provision, but also to lead the establishment of an outstanding through school curriculum through teaching weekly Design Technology lessons, which are delivered to all pupils in Years 3-8.

Furthermore, we have already introduced a Science and Technology scholarship pathway for pupils entering Year 7 and Year 9 and we would value the post-holder's contributions to ensuring we continue to extend and inspire our most able young students.

Strategic Planning and Development

- Contribute to whole School policy-making and strategic planning as required by the Headmaster.
- Prepare, monitor and update annual departmental plans in consultation with colleagues.
- Take the lead in ensuring that School policies and strategies are embedded in schemes of work and departmental plans.
- Reviewing the curriculum and co-curricular offer to support mid to long term developments in the provision.





Curriculum Management

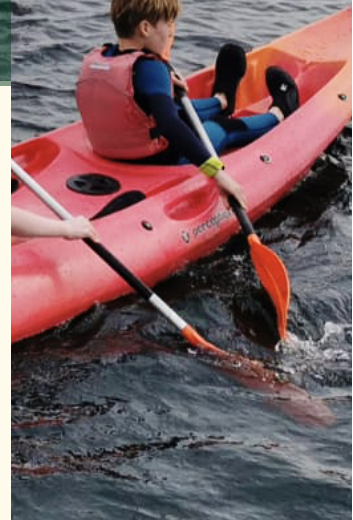
- Planning, implementing and reviewing the curriculum.
- Monitoring the quality of the department's teaching and learning and student progress.
- Ensuring that assessment is both regular and rigorous and that data is used for tracking purposes.
- Analysing student performance in school and public examinations and writing updates for senior leaders including analysis of mocks and GCSE outcomes.
- Planning the future development of the subject within the school and writing the Departmental Development Plan.
- Ensuring the department is aware of national subject developments.
- Planning, implementing and reviewing the co-curricular programme offered by the department.
- Organisation of activities to extend and enrich students outside the formal curriculum e.g. trips, lectures, competitions.
- Ensuring that the departmental handbook and schemes of work are kept updated and reviewed regularly.
- Organising any setting or grouping arrangements within the department in conjunction with other Heads of Department and the Deputy Head, where appropriate.
- Organising examination entries in conjunction with the Examinations Officer.

Human Resources

- Planning the Development and training of teaching staff within the department.
- Ensuring performance management systems are in place and delivered.
- Reviewing members of the department.
- Contributing to the recruitment of new staff as required.
- Delegating tasks appropriately, offering opportunities for development as they occur.

Communication

- Representing the subject disciplines in all matters related to the curriculum at full staff meetings and at Heads of Department meetings.
- Holding regular departmental meetings to disseminate information, discuss policy and to plan and delegate departmental work.
- Providing the Deputy Head and Head with minutes of departmental meetings.
- Liaising with senior staff, colleagues and parents as required.
- Organising the department's contribution to any marketing opportunities as required.



Finance

- Submitting a proposed annual budget, then keeping within the agreed budget and monitoring best value.
- Submitting investment bids annually for subject and/or facility development.

Physical resources and safety

- Ensuring the safety of students and staff within departmental areas and on visits arranged by the department, to fulfil the School's duty of care at all times.
- Ensuring that all resources are well maintained and available for use.
- Ensuring that opportunities for extending sustainable work practices are developed.
- Ensuring that the departmental area provides a stimulating environment.
- Ensuring that health and safety is an item on department meeting agendas and appropriate notification and action is taken.

Examinations and scholarships

- Heads of Department will attend GCSE results days in School.
- As appropriate by subject, Heads of Department organise aspects of entrance examination papers and the scholarship process for the relevant entry point.

Safeguarding

- Promoting and safeguarding the welfare of children and young persons for who you are responsible and with whom you come into contact.



THE PERSON

Skills/abilities

- Ability to motivate and inspire students across the age and ability range.
- Ability to formulate and lead, dynamic short- and long-term development plans.
- Ability to plan and implement change.
- Ability to analyse situations and suggest strategies for improvement.
- Excellent teaching and classroom management skills.
- Effective communication skills – oral and written.
- Effective IT skills.
- Strong organisational skills.

Knowledge

- Excellent subject and curriculum knowledge up to and including GCSE in the relevant subjects.
- An awareness and understanding of the issues and current developments in teaching.

Qualifications and experience

- A good honours or higher degree in a relevant discipline.
- Qualified teaching status.
- Proven teaching experience at secondary level up to GCSE is essential.
- Experience of budgeting/financial management and resource management is desirable.





Personal attributes

- Enthusiasm and passion for the subject and the ability to convey these.
- Clear vision for the subject discipline(s) at the School.
- A willingness to participate in trips and to extend opportunities for students.
- A commitment to involvement in an extracurricular programme which meets the needs of all students.
- A reflective practitioner; ability to self-appraise and manage continuous professional self-development.
- A commitment to safeguarding our students in line with the School's Safeguarding policies.





WORKING AT FORRES SANDLE MANOR

- Teachers are paid a salary that reflects their knowledge and experience.
- Teachers are entitled to take the normal School holidays.
- We offer a hybrid pension model, enabling colleagues to be part of TPS or APTIS.
- Employees are entitled to free lunches when the kitchens are operating.
- There is free car parking on site.
- 50% discount on all tuition fees for all dependents attending Forres Sandle Manor.

Forres Sandle Manor is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. Employment is subject to these checks.





THE PROCESS

TEACHING

These job details should be read in conjunction with our Safeguarding policies, available on our website. Please then complete an application form (available with this advertisement).

The completed and signed application form, which includes a supporting letter addressed to Mr Mark Howe, Headmaster, should be submitted via email to office@fsmsschool.com

Closing date for applications is Midday 24th February 2025

Please note that due to the volume of applications we receive, we are unable to provide individual feedback except to those candidates who attend an interview.

