



## **VACANCY INFORMATION**

**Head of Modern Foreign Languages and Head of French**

**for September 2022**

**Closing date: Tuesday 16 November 2021(midday)**

**Interview date: Week commencing 22 November**





Thank you for your interest in the position of Head of Modern Foreign Languages (MFL) and Head of French at the Royal Grammar School (RGS).

The Royal Grammar School comprises an independent senior (RGS) and preparatory boys' (RGSP) day school. The RGS senior school has 975 students aged 11 to 18, more than a quarter of whom are in the Sixth Form and the prep school has 315 pupils aged 3 to 11. RGS is situated in the heart of the historic town of Guildford, a flourishing and vibrant place to work

The RGS has been at the educational heart of Guildford for five centuries. Founded in 1509, our Royal charter was granted by King Edward VI in 1552 and our Tudor buildings are still used by the School. Across the road from the Tudor building is the main building: facilities are excellent with investment into refurbishment and rebuilding continuing on an on-going basis.

Our boys are naturally able and inquisitive and a delight to teach. Our expectations of the boys are high. The academic standards in the School are excellent; the curriculum is enriched by an extensive extra-curricular programme in which all academic staff are expected to participate. Sports and the Arts are an important element in School life.

We are able to be of financial assistance, through bursaries, to help 7% of RGS boys whose families cannot afford the fees. This preserves an essential feature of the grammar school ethos enabling bright local boys to benefit from a RGS education. My ambition for the future is full merit-based open access: that every bright boy who earns his place can take it up, irrespective of his family's financial circumstances.

Please take a look at the RGS website for more details and the twitter feed which provides up to the minute information about the boys' current activities. Both sites will give you an understanding of our School, its ethos, atmosphere and most importantly our community.

The RGS is an exciting place in which to be a member of staff; I look forward to receiving an application from you.

HEADMASTER



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## ROYAL GRAMMAR SCHOOL

Around 120 boys start in the First Form at age eleven via the RGS Entrance Examination; another 30 arrive in the Third Form having taken Common Entrance or the scholarship examination. A few boys join the Lower Sixth from other schools. Boys come to the RGS from around 130 schools in the West Surrey area and beyond. RGS Prep is situated within walking distance of the Senior school and has 315 pupils aged 3-11.

The RGS curriculum aims to combine breadth with balance. In the first three years all boys study a broad range of subjects which encompasses the full range of humanities, Latin and aesthetic/practical disciplines, in addition to the core of Mathematics, English, the three sciences and a Modern Language. Pupils in the First and Second Form choose on entry to study either French or Spanish, with the opportunity to select either a second modern language (from French, Spanish or German) or a second classical language (Greek) in the Third Form.

In the Fourth and Fifth Forms all boys sit ten GCSE subjects which must include English Language, English Literature, a Modern Foreign Language, Mathematics, three separate sciences and a humanities subject. The majority of specifications followed lead to iGCSE qualifications. Although the School is non-denominational, it has a strong Christian spirit and all boys study Religious Education. There also exists in the Third, Fourth and Fifth Forms, a Tutor Period during which boys study Information Technology, Problem Solving, First Aid, Health Education and Study Skills. It is also during this time that initial careers and higher education guidance is given which then continues throughout the boys' time at the School.

In the Sixth Form, all boys study four subjects in the Lower Sixth and then continue with three or four subjects to A Level in the Upper Sixth, together with a range of General Studies courses which are co-educational, being organised jointly with Guildford High School. Although the School does not offer the EPQ, there are significant opportunities for boys to engage with wider, independent research including the School's in-house Independent Learning Assignment. Almost all RGS boys go on to degree courses, with 20 – 25% regularly gaining admission to Cambridge or Oxford and the majority of the remainder going on to one of Durham, Imperial, Exeter, Nottingham, Warwick, Bath, UCL, Bristol, Birmingham or Leeds.

All boys are encouraged to engage in independent research and activities throughout their time in the school via our Scholarship for all programme. Whilst not curricular, all staff are encouraged to engage with, and support, this provision as their experience and expertise enables.

All members of the teaching staff help with co- and extra-curricular activities, of which there is an impressively wide range. Music, Art and Drama all flourish with performances, exhibitions and workshops. There is a well-equipped auditorium and a large Art School, and new Music Department. We have a very active clubs and societies programme that takes place before, during and after school each day. We run a weekly Monday Period 8 activity programme where in the Fourth Form we have a tri-service CCF contingent and a non-uniformed outdoor activity group on offer, with the provision expanding to include a variety of activities including a volunteering group, sports leadership, mountain biking, lifesaving, surfing, technical theatre and climbing to name a few. All the Third Form take part in our curricular, weekly expedition



and adventure programme, EXAD. We have five Field Days per year and also offer overseas expeditions, a large Duke of Edinburgh's Award Programme and numerous sports tours.

The main sports are rugby, hockey and cricket which are played at the RGS sports ground at Bradstone Brook, some three miles from the School between Shalford and Chilworth, or at other locations nearby. The School is strong in other sports; RGS athletes and swimmers regularly represent the local district, while RGS boys have recently won national championships in judo, sailing, rowing, shooting and cross-country. The School's sports facilities on site have enabled a significant expansion of sporting activity and opportunity.





## SCHOOL VALUES

*The RGS is a kind, inclusive, tolerant community where diverse opportunity, personal development, high achievement and collaborative partnership define who we are, and where our values underpin all we do.*

### **Inclusivity**

We remain loyal to our founding principles to educate bright local students, irrespective of background or financial circumstances, and we inherently believe in establishing a culture of diversity and acceptance, and in educating our students in a welcoming, tolerant community where each individual is valued and enjoys a deep sense of belonging.

### **Scholarship**

We encourage the growth of intellectual curiosity, independence, creativity, innovation and habits of learning within a scholarly community through inspirational subject specialists who provoke and stretch the students' minds and inculcate a lifelong love of learning.

### **Integrity**

We promote the development of self-discipline and responsibility, spirituality and a personal moral code, and cultivate an ethos where enduring qualities of decency, honesty, courtesy, humility and good humour are celebrated.

### **Respect**

We nurture an atmosphere of mutual respect between all members of our community, and foster self-respect and self-esteem in terms of physical health, emotional maturity and personal well-being, while establishing lasting friendships in a positive, happy environment.

### **Courage**

We develop leadership, teamwork, resilience and life skills through a diverse range of activities where all students, regardless of their talents and attributes, are encouraged to challenge themselves, take appropriate risks and work hard to fulfil their potential.

### **Collaboration**

We work closely with others for mutual enrichment, and encourage a spirit of generosity and service, a sense of perspective, and a firm belief that we can work in partnership with others, locally and internationally, to make a difference and have a positive impact on society.





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## THE MFL DEPARTMENT

Modern Languages is a lively department with a strong academic tradition. IGCSE and A Level results are excellent and pupil numbers are very healthy. The twelve members of staff are highly committed and enthusiastic about their subject, and the department's ethos allows them to develop and share their own creative approaches to teaching within an overall framework, which provides for a strong grammatical progression through a topic-based syllabus. They are supported by French, Spanish and German assistants. Extracurricular activities are a key element of provision. A number of trips are organised to France, Spain and Germany throughout the year for pupils in the First to Sixth Forms. In addition, we organise a series of events to promote languages and to encourage our students to take every opportunity outside of the classroom to broaden their knowledge of the language(s) they study. These include: a poetry competition, Onatti plays in the target language, debating competitions, the Junior MFL society, the Modern Languages Sixth Form conference, the drama club, our Languages Week which includes a Second Form Languages Day.

The department is accommodated in a suite of rooms on the top floor of the new building. Each room is equipped with a touch screen and a whiteboard. There is access to the internet in every classroom and a range of language-specific and generic language manipulation websites are available to all teachers.

Currently, boys joining in the First Form choose to study either French or Spanish. At the end of the Second Form, they continue with this core language and they can also choose an additional modern foreign language from French, Spanish and German. Boys choose between French, German and Spanish as their compulsory language at IGCSE; they may take additional languages as part of the options scheme. The main textbooks used are *Encore Tricolore Total 3 and 4*, and *Equipe Nouvelle* for French, *Listos* and *Spanish* for Edexcel IGCSE for Spanish and German for Edexcel IGCSE for German.

In the Sixth Form, A Level courses in French, German and Spanish are on offer, and numbers are healthy. The main course books are *AQA French*, *Spanish* and *German*. The boys also attend weekly conversation classes with the Language assistant.

For IGCSE, the exam board used is Edexcel. For A Level, the exam board used is AQA.

Twilight or lunchtime sessions are also available in Russian, Japanese, Arabic and Mandarin Chinese to all pupils using external tutors.

The Modern Foreign Languages department has individual Heads of French, German and Spanish. The successful candidate will also assume the Head of French role and he/she will be able to prepare candidates for Oxbridge and teach French to A Level. The ability to offer a second language (Spanish or German) to IGCSE or A Level would also be an advantage.



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## **JOB DESCRIPTION**

- Job Title:** Head of MFL and Head of French
- Responsible to:** Headmaster and SMT Line Manager
- Responsible for:** Members of the MFL department

### **1. Leadership within the School**

- a) In common with all teachers, the Head of MFL and Head of French contributes to the wellbeing and development of the School by supervising, guiding and caring for pupils inside and outside the classroom. As a senior member of staff, the Head of MFL and Head of French also exercises responsibility for the guidance of teachers and for advising the Headmaster and various committees as required.

### **2. Leadership in the departmental team**

- a) Supervision of the work of all the department's teachers including assessment and evaluation.
- b) Professional development of the department's teachers including updating subject expertise and arranging appropriate in-service training.
- c) Supervision of student teachers; induction and guidance of new teachers including direct classroom observation.
- d) Advising the Headmaster in recruitment of the department's staff.
- e) Representing the department's views to the Headmaster and various committees.
- f) Holding regular minuted departmental meetings.
- g) Overseeing departmental discipline and ensuring the maintenance of high standards by regular sampling and checking of work.
- h) Supervising any non-teaching staff in the department; looking after their professional development and advising the Bursar on recruitment.

### **3. The Curriculum**

- a) Leading the department's curriculum planning in accordance with School policy and in conjunction with the Director of Studies.
- b) Managing the teaching methods used by the department by developing and selecting suitable materials and advising on classroom practice.



- c) Overseeing and updating departmental scheme of work.
- d) Preparing an annual analysis of the department's public examination results with comments on anomalies as appropriate.

#### **4. Liaison**

- a) The Head of MFL and Head of French liaises with the Headmaster, Bursar, Deputy Heads, Director of Studies, and other Heads of Department to ensure the best possible implementation of School and departmental policies.

#### **5. Accommodation and resources**

- a) The Head of MFL and Head of French is responsible for the rooms and equipment allocated to the department and for advising the Bursar and his staff on the maintenance of furniture and equipment.
- b) As required by the Bursar, the Head of MFL and Head of French submits a regular forecast of departmental resource needs and manages the department's expenditure and stock control in accordance with the agreed budget.
- c) The Head of MFL and Head of French is responsible for a high quality of wall display, including work by pupils, changed at regular intervals, in all rooms in the department.

#### **6. Information**

- a) The Head of MFL and Head of French devises and maintains such departmental records as the Headmaster may specify.
- b) Information to parents and colleagues about the work of the department and about pupils' progress is to be provided by the Head of MFL and Head of French as required.

#### **7. Co-curricular and Extracurricular Activities**

- a) The Head of Department should foster co- and extra-curricular activities whenever possible.

#### **8. Continuing Professional Development**

- a) The Head of MFL and Head of French should be committed to continuing professional development by: improving qualifications and expertise; keeping up to date with subject material and examination requirements; and attending training courses as appropriate.



## RGS TEACHER PROFILE

1. **Collaboration:** staff embrace an open-door philosophy to teaching where best practice is regularly shared and a culture of mutual support is encouraged.
2. **Involvement:** staff willingly and enthusiastically participate in the pastoral and / or co-curricular life of the School, and value the importance of the holistic approach to education at the RGS.
3. **Learning Habits:** staff are as interested in how students learn as what they learn and embrace our cross-curricular programme to develop within the boys the skills necessary to become outstanding learners.
4. **Love of learning:** staff demonstrate an expertise in, and genuine passion for, their subject and, in turn, nurture students who are engaged, inspired and curious. We would expect staff to hold an honours degree in the relevant subject, ideally a 2.1 or higher, from a recognised university. Staff should have achieved QTS or possess the willingness or ability to become qualified.
5. **Professional expectations:** staff are expected to meet the highest standards of appearance, conduct, reliability and integrity; staff also are expected to be aware of and adhere to all school policies.
6. **Reflection:** self-reflection and self-awareness are at the heart of a desire continually to improve and develop professionally. Participation in regular internal and external Inset is just one way in which professional development is achieved.
7. **Sensitivity:** a focus on every individual's welfare, learning needs and wellbeing ensures that the students' best interests are at the heart of all that we do.
8. **Values:** staff encapsulate the ethos of the RGS and nurture a culture of pride, humility and engagement in which they act as role models to the students.



*Fifth Form Modern Foreign Languages activity day included RGS MFL MasterChef with students cooking a range of European dishes*



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## PROFESSIONAL EXPECTATIONS FOR ALL TEACHERS AT THE RGS

### 1. *Teaching our boys to learn*

- a. **Classroom management:** teaching staff will determine clear boundaries of behaviour, based on mutual respect and trust. High expectations will be set and a range of strategies will be used to manage classes effectively, with praise, sanctions and rewards used consistently and fairly.
- b. **Formative and summative assessment** of student work, consistent with departmental marking policy and on a sufficiently regular and timely basis.
- c. **Maintaining classrooms and equipment:** staff will treat all school property with respect and care and, equally, ensure their students do likewise.
- d. **Reporting on student progress:** teaching staff will complete reports and grades in a prompt and timely fashion as and when required by the school in the appropriate directed manner and style.
- e. **Professional Development:** teaching staff will reflect on and seek to continually improve their practice through, for example, collaboration with other staff, engaging with CPD courses opportunities and the school's Personal Development Strategy (PDS) appraisal process.
- f. **Planning:** teaching staff will be able to demonstrate evidence of planning in terms of where the lesson fits within the scheme of work and then delivering well-structured lessons using an appropriate range of teaching practices.
- g. **Special Educational Needs:** teaching staff will make themselves aware of and accommodate pupils' specific learning and medical needs.

### 2. *Support and enriching our school community*

- a. **Appearance:** teaching staff should wear smart business dress which mirrors the dress code of the boys, or appropriate RGS issue co-curricular clothing when required.
- b. **Attendance:** teaching staff are expected to support school events, such as assemblies; and attend those events as required by the Headmaster, including: Open Day, Junior and Senior Prizegiving Ceremonies, Commemoration Service, Parents' Evenings, Field Days, Development Days and the Entrance Examination day.
- c. **Co-curricular contribution:** teaching staff, including part-time staff on a pro-rata basis, are expected to make a significant contribution to the co-curricular life of the school. An example of what constitutes a significant contribution is taking a team with fixtures and after school practices *and* helping with a club or society *and* being involved with a house. Staff are matched to their skills as much as possible and so may contribute in equivalent ways to the example above.
- d. **Duties:** teaching staff are expected to play their part in covering lessons and undertake duties as part of the 'staff duty rota', and carry out any other responsibility as reasonably requested by the Headmaster.



- e. **Pastoral contribution:** teaching staff are expected to play a full role in the pastoral life of the school; this will include taking a Tutor Group when required.
- f. **Punctuality:** staff should ensure prompt attendance within school contracted business hours.

### 3. Upholding the school policies

- a. **Awareness and modelling of school policies:** teaching staff will read and act upon, or in accordance with, all the relevant school and departmental policies, and complete the annual 'staff awareness' form.
- b. **Equal opportunities:** staff are expected to adhere to the School's equal opportunities policy.
- c. **Ethics and behaviour:** staff will uphold public trust in the profession and the reputation of the school by maintaining the highest standards of ethics and behaviour, within and outside school. They will show tolerance of and respect for the rights of others and not undermine Fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. They will ensure that their personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- d. **Safeguarding:** staff are expected to be aware of and comply with all aspects of the School's safeguarding policy and to undergo initial and ongoing training; and be responsible for promoting and safeguarding the welfare of the students for whom they are responsible.
- e. **Student safety and wellbeing:** staff will display the highest possible regard for student safety and wellbeing in accordance with policies, procedures and reasonable good sense at all times, whether on or off school premises.



*First Form Field Day Activity - Bushcraft*



## BENEFITS OF WORKING AT RGS

- RGS has its own salary scale; remuneration is well above the national scale and compares well with others in the independent sector.
- Membership of Teachers' Pension Scheme
- Fee reductions for son(s) of staff is (are) available, (after a qualifying period).
- A generous relocation package is available which includes a mortgage subsidy scheme.
- Medical cover
- Salary sacrifice schemes
- Training (CPD) is actively encouraged and supported.
- Full support for an applicant looking to achieve QTS status will be provided.
- The RGS has a proven track record of career progression, both internally in the School and promotion to other schools.
- Use of on-site gym at certain times of the day
- Lunch and refreshments are provided during term time
- On-site parking is available



*Old Building and Courtyard (Image taken by Robin Forster)*



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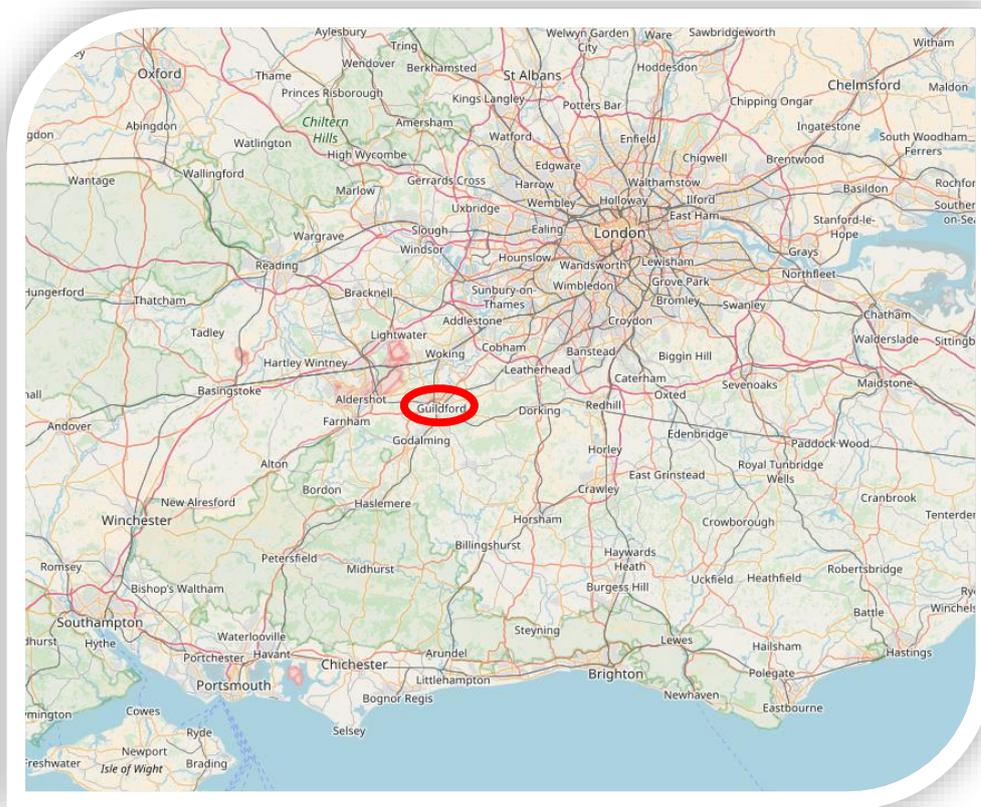
## WHY WORK IN GUILDFORD?

Guildford and Surrey is a vibrant and exciting part of the country in which to live. Historically rich, it is a welcoming town and has a flourishing varied cultural life. Entertainment is diverse with a number of lively and nationally renowned venues including *G Live*, the *Yvonne Arnaud* theatre and the eclectic *Electric Theatre*. Locally there are outstanding sport and leisure facilities which include the state-of-the-art training venues and sports complexes of Surrey Sports Park and Guildford Spectrum. Befitting a town with such rich history and traditions, Guildford is one of the south's best shopping experiences with the iconic High Street combining exclusive and popular national chains as well as a significant number of independent retailers. Dining options are particularly noteworthy which cater for every taste and budget; local traditional and gastro pubs in nearby Surrey villages draw customers from a wide area.

Educationally, Guildford is thriving. It is home to the University of Surrey as well as the University of Law Guildford. Guildford is the only town in the UK with two schools consistently ranked in the top ten single-sex schools in the country, Guildford High School and ourselves. RGS also enjoys close links with Tormead School and St Catherine's Bramley.

Guildford has the advantage of being very accessible and enjoys excellent transport links. London is just over a 30-mile drive via the A3 and well served by trains (just 29 minutes to Clapham Junction and 39 minutes to London Waterloo). International airports London Gatwick and London Heathrow are only 30 minutes from the School.

Areas of Outstanding Natural Beauty are close by; the Surrey Hills and North Downs are on the School's doorstep and provide opportunities to enjoy the stunning countryside; the south coast is approximately one hour by car.



The setting:           The Surrey Hills  
                              North Downs  
                              South Downs  
                              Picturesque villages  
                              The south coast

Travel by rail:        Clapham Junction 29 minutes,  
                              London Waterloo 39 minutes  
                              Portsmouth Harbour 60 minutes  
                              Gatwick Airport 45 minutes

Travel by road:      London 32 miles via the A3,  
                              Heathrow 22 miles; Gatwick 34 miles via A3 and M25  
                              Portsmouth 44 miles; Brighton 59 miles



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The Town:	Historic market town Ruins of Castle Iconic High Street Excellent shopping
Recreational:	Surrey Sports Park (state of the art training venue) Guildford Spectrum (ice rink, bowling) National Trust properties RHS, Wisley
Arts / Culture:	Yvonne Arnaud Theatre G Live entertainment venue Electric Theatre Guildford Shakespeare Company Multi-screen Odeon cinema
Education:	Girls' Schools: Guildford High School, Tormead, St Catherine's Prep Schools: girls, boys and co-ed Outstanding state schools The University of Surrey The University of Law Guildford



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## **EQUAL OPPORTUNITIES**

The Royal Grammar School, Guildford aims to promote equality of opportunity for all with the right mix of qualifications and abilities, talent, personal qualities, skills and potential. The Royal Grammar School, Guildford welcomes applications from candidates of diverse backgrounds and personal circumstances. A detailed Equal Opportunities policy is available.

## **SAFEGUARDING THE WELFARE OF CHILDREN**

All employees of The Royal Grammar School, Guildford have a responsibility for and commitment to safeguarding and promoting the welfare of children. All staff at RGS are expected to understand and follow the School's detailed Policy on Safeguarding as part of their professional responsibilities.

## **RECRUITMENT OF EX-OFFENDERS & SECURITY OF DISCLOSURE INFORMATION**

The Royal Grammar School, Guildford meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974. All applicants who are offered employment will be subject to an enhanced criminal record check from the DBS before the appointment is confirmed. This will include details of cautions, reprimands or final warnings, as well as convictions. It is of fundamental importance to The Royal Grammar School to ensure, so far as possible, that those who take up appointments do not pose a risk to the children in its care.

Further details will be sent to applicants invited to interview which will expand on the above.



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## APPLICATION PROCEDURE

All applications will be acknowledged. The closing date for this post is midday on Tuesday 16 November 2021. All applicants will be notified after the closing date whether or not they are to be invited to interview. Successful applicants will be advised of the date and time of the interview and the form the interview will take. References normally will be taken up prior to interview and candidates should be aware that referees will be asked to comment on a candidate's disciplinary record and whether or not the candidate has been the subject of any child protection concerns. Qualifications certificates (original not copy) will be required at interview, as will proof of identity and domicile. Candidates unsuccessful at interview will receive written notification.

## APPLICATIONS

All applications should be submitted via the RGS website and consist of:

- a covering letter addressed to the Headmaster; and
- a fully completed application form.

If applicable:

- a voluntary disclosure form.

Note : The necessary forms may be found on the School website.

The School's website is [www.rgsq.co.uk](http://www.rgsq.co.uk)

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