



VACANCY PACK

TEACHER OF ENGLISH

TEACHER PROFILE & PROFESSIONAL EXPECTATIONS



View of the front of the historic School building



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 a 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.



RGS TEACHER PROFESSIONAL EXPECTATIONS

Job Title:	Teacher
Responsible to:	Head of Department
Responsible for:	No direct reports

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. *Supporting 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, 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.



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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