



## Royal Grammar School

Amersham Road, High Wycombe, HP13 6QT

Website: [www.rgshw.com](http://www.rgshw.com)

A selective day and boarding school for 1432 boys

# Part-time Teacher of Mathematics (0.4 – 0.5 fte)

Fixed term:  
Summer Term 2022

**Single accommodation may be available**

Closing date: 8.00am, Monday 24 January

Applications should be made to the Headmaster, Philip Wayne ([dmc@rgshw.com](mailto:dmc@rgshw.com)) or via an online application.

Earlier applications would be welcome and shortlisted candidates may be interviewed before the closing date.

The selection process is outlined within this pack.

**The Royal Grammar School is committed to promoting the safety and welfare of all pupils.**

**Appointment is conditional upon at least two satisfactory references.**

**All staff are required, before taking up post, to undertake an enhanced criminal record check through DBS.**



## Information for Candidates





## FROM THE HEADMASTER

RGS is an exceptional place. We have a vision to be seen as world class in offering those most naturally able the best that a state funded school can offer. We have a proud tradition, dating back to the 13<sup>th</sup> Century, of educating young men.

We have high academic standards, excellent examination results and consistently feature amongst the top state schools in England. Year-on-year, almost all students progress to good universities including approximately 15 – 18 to Oxford and Cambridge, other stellar institutions and to the USA.

Our broad and balanced curriculum is not the full story and we look far beyond its confines with a vast array of co-curricular opportunities unparalleled, I believe, in the state sector.

Our innovative teachers deliver a high-quality classroom experience combined with exceptional pastoral care. We ensure that, in this large school, every boy is known as an individual.

We encourage all Wycombiensiens to be self-confident, positive, healthy and enquiring young men who acquire the qualities of tolerance and respectfulness embodied through a modesty of manner. The result is a happy, close-knit community where we enjoy each other's company, and friendships for life are formed.

Most of our students are day boys. Boarding, however, has a unique capacity to shape the lives of young people and RGS offers this provision to 70 boys. Full and weekly boarding is on offer and pays a substantial role within the life of the school.

You will very much enjoy working with the boys here who are courteous, committed, caring and entertaining. The commitment and dedication of staff who all work towards achieving our vision are the vital component in ensuring the success of RGS. We are looking for well-qualified and enthusiastic colleagues to join us who are passionate about their subject and responsibility, and are willing to go the extra mile to be a part of our exciting journey.

I hope that you find the information of use and look forward to receiving your application if you feel that this opportunity would suit your skills and career aspirations. Thank you for your interest in RGS.

I am delighted that you are considering joining us.

Best wishes

Philip Wayne

[Media Video](#)





## Departmental Information

The Royal Grammar School is looking for either an unqualified or qualified teacher to join this large, successful and thriving department as a part time teacher for one term. The perfect applicant will be an insightful teacher who has a good honours degree. A teacher who can evidence their passion about their subject and embraces developments and innovations in teaching and learning. We seek a teacher who cares deeply about the welfare and pastoral wellbeing of the young people in their care, and has a balanced sense of perspective and a good sense of humour. In exchange, we will welcome you, with the opportunity to teach some of the brilliant young gentlemen.

The department has developed a deserved reputation within the school and within our family of schools for innovation, expertise, support and excellent teaching. The RGS has a reputation for excellence in all areas of school life with high standards expected from pupils at all times.

The mathematics department has a strong sense of identity with twelve colleagues teaching full or part time and working as a cohesive team. The subject leader is supported by three key stage assistant subject leaders. There are courses to GCSE, Certificate in Level 2 Further Mathematics and A level (single and double subject). The course followed for A levels is that of the Edexcel Modular Syllabus. Well over 120 boys study mathematics to A level each year of which about 40 are entries for Further Mathematics. Of the substantial number of boys going to Oxford and Cambridge, each year many have mathematics as part of their entry and some will study mathematics as their main subject.

The popularity of the subject is highlighted by the fact that there are currently 153 students in Year 12 studying mathematics A level, 39 of which are studying further mathematics.

Years 7 and 8 are taught in form groups. There are eight sets in Years 9-11, with extra resources given to the boys who find the subject more difficult. All boys are entered for GCSE mathematics and are expected to achieve grade 4 or better, with the majority gaining grade 8 and 9. All candidates are currently entered for the AQA (8300) higher tier.

In the sixth form, there are eight sets in Year 12 – two following a course to maths and further maths and six sets of varying ability aiming for A level. All A level students follow courses in pure maths and applied mathematics.

Boys are encouraged to enter for mathematics competitions. Boys from each year group take part in the UKMT Maths Challenges, where all boys from Years 7 and 8 enter the JMC, and around 250 enter the IMC of which around 70 boys go on to take part in the Mathematical Olympiads and Kangaroos. Each year we field a strong team in the Hans Woyda Mathematics Competition, as well as the UKMT Maths Team challenges, and our team came 3<sup>rd</sup> in the most recent regional final of the STMC.

Boys are also encouraged to attend a weekly maths challenge club where they can access higher level problem skills. The mathematics department runs a weekly 'maths circles/battles' in partnership with Brunel University and offers an excellent support programme, with weekly maths mentoring for KS3 and 4, as well as revision and masterclasses for KS5.

There are ten specialist classrooms, a large office and a resource storage area. All classrooms have data projectors, whiteboards or interactive whiteboards. All members of staff have their own laptop and iPad, supplied by the school, for school use. In addition, the boys in Years 7 – 11 use iPads in school.



## Job Description Classroom Teacher

**Accountable to:** Subject Leader

### As a classroom teacher:

- Act as a member of the department team working under the guidance and direction of the Subject Leader.
- Undertake a share of class teaching and the associated preparation, assessment and recording of work, in line with School Policies.

### Teaching

- Provide pupils of all abilities with the opportunity to fulfil their full potential.
- Seek to deliver the school's curriculum intent by imparting skills, knowledge and attitudes to each pupil by following planned Schemes of Work within the programmes of study for each subject.
- Periodically review the methods of teaching and programmes of study in consultation with other members of the department and to contribute to the planning and preparation of courses within the department.
- Use IT as appropriate in the teaching of your subject.

### Assessment and Recording

- Set and mark work in accordance with department and school policy, making use of the MTD procedure.
- Set and mark examinations as required.
- Set, record and monitor individual pupil progress, using this to identify abilities of pupils.
- Attend parents' meetings within the agreed RGS Reporting and Assessment Policy.

### Attendance and Behaviour

- Be responsible for the attendance and behaviour of students in your care.
- Take the register at the beginning of each lesson and inform the Attendance Administrator of any unexpected absences.
- Encourage appropriate standards of behaviour, appearance, attendance and punctuality through the application of the RGS Behaviour Policy.
- Treat all students and colleagues with respect at all times.
- Use SIMS to award Achievement and Behaviour Points, to support the above point, and also to record homework.
- In case of student absence, to forward missed work to the relevant Subject Leader or Cover Administrator.

### CPD

- Undertake CPD in order to keep abreast of current educational thinking and developments, and to be self-critical.
- Take responsibility for improving curriculum implementation through appropriate professional development, responding to advice and feedback from colleagues.
- Demonstrate knowledge and understanding of how learners learn and how this has an impact on teaching.
- Have secure knowledge of relevant subject and curriculum areas.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- To know and understand how to assess relevant subject and curriculum areas.
- Follow the RGS Performance Management Policy.

### Additional Responsibilities

- Carry out a share of duties, eg library periods, precinct duty and the timetabled cover rota.
- Participate in the usual meetings that relate to the curriculum or the organisation and administration of the School.
- Follow Child Protection/Safeguarding procedures.
- To be aware of Health and Safety responsibilities.
- Follow School policies as agreed by the governing body.

To undertake other duties of an appropriate nature as may be reasonably required by the Headmaster.



## Job Description Form Tutor

**Accountable to:** Head of Year

### As a Form Tutor

To have responsibility to the Head of Year for the welfare, discipline and overall academic progress of the pupils/students in their form group bearing in mind their individual needs and abilities.

To be specifically responsible for:

- the daily registration of their form and supporting attendance procedures;
- being the first point of contact in the school for pupils/students and their parents in the form;
- interpreting and implementing agreed school policies as they apply to the form group;
- high standards of behaviour and appearance, including monitoring the tidiness of the form room;
- monitoring behaviour and achievement on SIMS
- making pupils/students aware of the School Rules, appropriate sections of the Behaviour Policy and other school policies as appropriate;
- making pupils/students aware of Emergency Procedures and Health and Safety Matters;
- distributing appropriate letters, messages and other general information;
- overseeing and communicating with pupils/students in the form on the Form Team on Office 365 as appropriate;
- assisting in the writing of references for pupils/students in the form;
- passing on known changes in health, home circumstances and address of the pupils/students to the appropriate people;
- maintaining a general overview of the academic progress of each pupil/student and to help identify and take an interest in any problems, be they of an academic, attendance, social or personal nature;
- liaising with the relevant Head of Year and other staff where appropriate (Head of Student Development, SEN, Matron, Boarding, Counselling support, subject staff) about pupils/students in the form;
- consulting with and informing the Designated Safeguarding Lead and/or the Additional Designated Safeguarding Leads of any Child Protection concerns;
- accompanying their form as they attend the appropriate assembly according to the schedule;
- checking Homework Diaries on a regular basis as outlined in the Behaviour Policy;
- noting on SIMS Achievement Points, Recognitions and Praise Cards for pupils/students in the form and passing on details to the Head of Year;
- monitoring and ensuring the punctuality of the pupils/students;
- initiating and supporting the process of goal setting for the pupils/students.
- facilitating the selection of representatives for various Student Voice activities and the Benevolent Fund, etc and encouraging two-way feedback of relevant issues.
- supporting House Assemblies and events and helping students to organise teams for Inter House Competitions;
- undertaking other duties of an appropriate nature as may be reasonably required by the Headmaster.

*This job descriptions are written at a specific time and are subject to change as the demands of the governors and needs of the School change. The role requires flexibility and adaptability and employees of the School need to be aware that they may be asked to perform tasks and given responsibilities not detailed in these job descriptions.*



## Person Specification

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<p>Good honours degree</p> <p>Appropriate evidence of in-service training</p>	<p>PGCE or equivalent QTS</p> <p>First aid qualification</p> <p>Able to drive a school mini bus</p>
<b>Experience</b>	<p>Ability to teach up to and including A level</p> <p>Effective classroom teacher</p> <p>Experience of working with pupils of high ability</p>	<p>Experience in the use of IT in teaching</p> <p>Experience of raising achievement</p> <p>Experience of taking part in co-curricular activities</p> <p>Experience of the standard of education expected in an ambitious grammar school</p>
<b>Personal Qualities</b>	<p>Ability to relate to students of all abilities</p> <p>Outstanding personal relations and team working skills</p> <p>Willingness to contribute to the school's extensive co-curricular programme</p> <p>Energy, charisma and dynamism with the vision to drive and develop the subject at RGSHW in line with the school's ambitions</p> <p>Ability to promote and market RGS inside and outside of it</p> <p>Ability to think creatively</p> <p>Availability for regular trips out of school hours</p> <p>A good sense of humour</p> <p>Passion for the subject</p>	<p>Ability to lead by example</p> <p>Ability to work independently</p>



This is general information for all who apply for a post at RGS. Some of it will not be relevant to this post, but I trust that you will find it useful in forming a picture of the School.

### Teaching at RGS

There are approximately 90 teachers at the Royal Grammar School. RGS teachers are hardworking, gifted professionals who are able to inspire pupils with their enthusiasm and subject knowledge. They are committed to providing high quality teaching as well as playing a full and purposeful role in the School's extensive co-curricular programme.

Our teachers are specialists in their subjects and most have postgraduate teaching certificates. Those arriving without a PGCE are encouraged and supported to gain such a qualification soon after appointment. Continuing professional development is strongly encouraged and the School has good links with local universities, teaching schools and industry. We are associated with the Astra Alliance Initial Teacher Training programme, offering 'on the job' training in certain subjects, some with bursaries. Further details on request.

The School also follows the Astra Alliance induction programme for Newly Qualified Teachers, led by the professional tutor. We have a healthy balance of staff, from NQTs to very experienced teachers, as well as a wide spread across the age range. This mix of experience and background provides for a happy, stimulating and rewarding environment. The staff common room, in School House, is a busy and vibrant place.

### Opportunities at RGS

As a teacher at RGS, you will also be expected to contribute in some way to the School's extensive co-curricular life. You will be encouraged to use your personal strengths and interests, and may even wish to become qualified in areas previously unimagined. Sport, music and drama are significant strengths as is the Combined Cadet Force and the Duke of Edinburgh scheme. The vast array of clubs and societies take place each week and RGS members of staff are rich in experience and expertise, which helps to maximise the wealth of activities on offer to our boys. The vast amount of worldwide travel involved in our expeditions, sports and musical tours and subject-based visits provides an unparalleled opportunity for both staff and students to broaden their horizons.

Perhaps most importantly, you will join our strong pastoral team as a form tutor, which gives all staff the opportunity to get to know a group of boys well and outside your teaching subject.

### Support staff at RGS

Support staff at RGS provide a vital role in ensuring that the School not only runs smoothly but continues to develop. Whether joining one of the administration teams, being a technician, a support assistant, gap student, and working on the finances or around the extensive school estate, RGS welcomes colleagues from all backgrounds to bring an added dimension to our staff body. A range of roles exists from part time, term time only to full time and support staff have excellent opportunities to contribute towards school life. Although we do not ask our support staff to undertake teaching roles, we warmly encourage participation in school trips and co-curricular activities as identified above.

### Facilities at RGS

- All-weather sports facilities.
- Rolling programme of classroom and laboratory refurbishment into 'state of the art' learning spaces
- Purpose-built language and music suites.
- The Rennie Mathematics Building with extensive, modern facilities
- Purpose-built Fraser Youens Boarding House for 70 boarders [Boarding video](#)

We are fortunate in having all our teaching facilities and games fields on a single estate, and all academic departments are housed in their own separate areas with specialist equipment and technical support where appropriate.

Computers are in extensive use throughout the school, and all teachers are given the use of a laptop and an iPad with appropriate training, supported by an effective wifi system.

Sports facilities include 33 acres of playing fields, a 25-metre indoor heated Swimming Pool, Cricket nets, Eton Fives courts, a modern Fitness Suite, Sports Hall with sprung floor and a Cricket Pavilion. Recent acquisitions are a floodlit all-weather surface, a new rugby pitch and an extension to the gym.

### Accommodation

The governors are able to offer low-cost single accommodation on the school estate. We have around eight teachers living on site, some of whom joined us as NQTs and are therefore able to help and encourage new entrants to the profession and 'away from home' teachers. This house is just two minutes' walk from the RGS and ten minutes' walk to the mainline railway station.

### Salary, benefits and wellbeing at RGS

Teachers' and leadership salary scales broadly follow the National Scales, fully reflecting qualifications, responsibility, experience and performance. The School participates in the Teachers' Pension Scheme. Support staff are paid on the RGS scales, which are closely related to the locally negotiated Buckinghamshire Council pay range. For the benefit of support staff, the School participates in the Local Government Pension Scheme. We are a mutually supportive team and endeavour to ensure that all staff have a healthy work / life balance.

We offer	Wellbeing
<ul style="list-style-type: none"> <li>• Excellent pension scheme</li> <li>• Cycle to work scheme</li> <li>• Free membership of the School's Fitness Suite</li> <li>• Free use of the swimming pool</li> <li>• Tax efficient purchases of gadgets through the tech scheme</li> <li>• Staff common room with free tea &amp; coffee</li> <li>• On site hot and cold food</li> <li>• Social functions/concerts/plays etc</li> <li>• Car parking onsite</li> <li>• Accommodation (limited)</li> <li>• Long service awards</li> </ul>	<ul style="list-style-type: none"> <li>• Staff football</li> <li>• Staff Yoga</li> <li>• Staff badminton</li> <li>• Staff tennis</li> <li>• Staff touch rugby</li> <li>• Christmas party</li> <li>• Secret Santa</li> <li>• Secret buddy</li> <li>• Wellbeing group meetings</li> <li>• Common Room cake day</li> <li>• Wellbeing week</li> <li>• End of term get-togethers</li> </ul>

### Common Room at RGS

The Common Room exists as a formally constituted body of the teaching and support staff within the School. The committee consists of a Chairman, Treasurer and Secretary. The Common Room provides a cohesive, stimulating and enjoyable environment and a variety of social functions are organised throughout the year.

The Common Room is well equipped and includes tea and coffee making facilities, provided free of charge to all staff, a lounge, kitchen area and staff shower rooms. The Common Room subscribes to a range of national and local newspapers and journals. On a day-to-day basis, the Common Room acts as an important facility for staff to meet socially, collect mail and circulars, share information with others and relax!

### Appointment

The Royal Grammar School is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment. All appointments are subject to:

- the obtaining of an enhanced DBS clearance;
- confirmation of your eligibility to work in the UK;
- view of original degree and teaching certificates; and
- receipt of two satisfactory references.



## Equal Opportunities

The Royal Grammar School is committed to equal opportunities for all its students and staff, irrespective of race, colour or nationality, gender, marital status, family circumstances, religion, sexual orientation, age or disability. There will be no discrimination on these grounds, or for any other reasons which cannot be shown to be justified. Students applying for admission to the school and candidates for posts at the school will be treated according to school policies on admission and recruitment and with regard to British and European legislation. Attention will be paid to the importance of equal opportunities education in both the formal and informal curriculum and our curriculum will be reviewed at frequent intervals to ensure that this policy is reflected in practice. The Headmaster is responsible to the Governors for monitoring this policy. The school operates an Equality Cohesion Policy.

## Results

Our results speak for themselves. We do not, however, rest on our laurels and set ourselves ambitious targets.

- 72.4 % of boys accepted Higher Tariff universities.
- 18 were successful for entry to Oxford or Cambridge and 2 to Ivy League USA

## Our vision for RGS

- For RGS to become a world-class school in all respects
- To be the boys' school of choice in south Buckinghamshire where young men are nurtured to become the inspirational leaders of tomorrow.

## Our commitment to your development

Staff at RGS are dynamic, talented and innovative. We have an excellent reputation in preparing colleagues for the next stages of their career whether as teachers or support staff. We pride ourselves in attracting and retaining staff of the highest quality, supported by outstanding provision of professional development. It is difficult to encapsulate the spirit of RGS in words, but suffice it to say that all who work here regard it as a very special school indeed. Alongside a commitment to excellence is the sense of belonging to an exceptionally friendly community, where there is always genuine support for colleagues. To see the full range of activities undertaken at the school, we would encourage you to visit our website ([www.rgshw.com](http://www.rgshw.com)).

## High Wycombe

The Royal Grammar School is about one mile from the centre of High Wycombe, which has a large shopping centre, several out-of-town shopping areas, a theatre, two multiplex cinemas, new sports centre with a 50m competition pool and a large Waitrose. High Wycombe is 25 minutes from London Marylebone on a fast train, the station being 10 minutes' walk from the school. The town is well-served by cultural and sporting activities.

There is little housing in the town itself though within a short distance the suburbs, with a range of housing stock, commence in all directions. High Wycombe is surrounded by attractive villages, which offer a range of housing from idyllic cottages to large detached properties in the countryside. The town of Marlow, an attractive riverside market town, is a few minutes' drive and Oxford is easily reached via the M40 or by train. Buckinghamshire is renowned for its schools with a range of excellent state primary schools, prep schools, grammar schools and non-selective secondary schools.

**How to find us:** Amersham Road, High Wycombe, HP13 6TQ

**By road:** If travelling from the M40, leave at Junction 4. Follow signs for A404. RGS is situated at a set of traffic lights on the left-hand side at the top of the Amersham Hill.

**By rail:** High Wycombe Train Station is situated on the Amersham Road and is 20-minute walk (uphill).

## How to apply

Please complete the application form. Further information should be added to the 'supporting statement' section in the form. If you wish to send your cv, please email it directly to the Headmaster's PA at [dmc@rgshw.com](mailto:dmc@rgshw.com).

## Interviews

Interviews will include teaching a lesson. There may be other selection tasks commensurate with the role you are applying for. Those being called for interview will hear as soon as possible when full details of the interview process will be given. All candidates invited for interview will be required to prove their identity and their entitlement to work in the UK.