



Royal Grammar School

Amersham Road, High Wycombe, HP13 6QT

Website: www.rgshw.com

A selective day and boarding school for 1435 boys

Assistant Head Data, Curriculum and Innovation

L14 - L18

Single accommodation may be available

Closing date: 12.00pm, Thursday 30 March

Applications should be made to the Headmaster, Philip Wayne (jle@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

Thank you for your interest in RGS, High Wycombe – a selective day and boarding school for 1435 boys.

Introduction

You may well be aware that heads appointing senior colleagues hope to recruit someone with extraordinary qualities. We are indeed looking for such a person. I am very keen to appoint an exceptional colleague to join a high-performing Senior Team. The successful candidate will work with the Deputy Headmaster and me to transform an already outstanding school into one that offers a world class provision. The person appointed would be seeking a deputy headship in due course.

Assistant Head at RGS

The Assistant Head will enjoy a role which will enable professional development and a real opportunity to lead on change. The current team of Assistant Heads are very experienced and will offer great support in helping the successful candidate to make a success of this role. The main thrust of the job will be to lead on data, assessment and pupil progress. This new colleague will also oversee the mentoring and pupil premium programme. Essentially, however, there is scope for real breadth and the opportunity to gain experience in many areas of whole-school leadership. I shall be looking for a colleague who can hold staff and pupils to account, but can more importantly inspire them to give of their very best in all aspects of school life. Further responsibilities will be added to make the most of the interests and expertise of the appointee.

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 13th Century of educating young men.

We have high academic standards, excellent examination results and consistently feature amongst the top state schools in England. 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 what you have to offer. Thank you for your interest in RGS.

I am delighted that you are considering joining us.

Philip Wayne [Media Video](#)



Information on this role

This will be a demanding role as you would expect from any leadership post. I am seeking an outstanding communicator in oral and written forms; someone who can inspire all stakeholders will be essential and assessment of this skill will form a pivotal part of the selection process. Organisational skills are important, but these will need to be complemented by creativity, flexibility, and a passion for making a difference.

We are not seeking an appointee from any particular type of school, though we do have a highly-educated teaching and support staff, intelligent parents and boys, and canny and incisive governors. The capacity to be able to resonate with these august bodies will be essential.

The current senior team is a highly-skilled, experienced group of professionals who have complementary skills that make for a very strong team.

Governors

RGS is fortunate to have an exceptionally strong governing body and Foundation Trust. It comprises professionals from the world of business, finance, and other professions. There is a strong committee structure in which most of the business is conducted.

Teaching specialism and commitment

The specialist subject taught by a candidate will not feature significantly in the selection process. A track record as a teacher who can and will continue to deliver outstanding teaching and learning will, however, be essential to ensure his/her credibility. Given the responsibilities attached to the post, the teaching commitment will be approximately 0.3.



Job Description Assistant Head

Reporting to

- Deputy Headmaster

Key attributes for the role include:

- Leadership experience, vision and ability to drive forward change
- A passion for working with young people and offering them the breadth of opportunity and aspirations to flourish
- The ability to motivate and inspire those around you
- Proven track record of impacting positively on standards
- A partnership approach to working with staff, students and parents/carers
- Enthusiasm for educational improvement and life-long learning
- The skill to innovate and embrace new initiatives
- A reflective practitioner with excellent organisational skills
- An excellent knowledge and understanding of exceptional curriculum provision

Key elements of the role will be:

- To provide strategic and operational leadership for the School's use of data and technology
- To be a strategic lead on the creation and development of the School timetable
- To ensure that the use of technology throughout the school is exceptional and that it is used to enhance teaching and learning and help students to develop their good character
- To promote innovative practice which enhances teaching provision and improves efficiency
- To identify opportunities to further promote the use and analysis of school-wide data
- To lead and organise data reporting for all key stakeholders
- To develop innovative practices and systems to support the operational aspects of school life
- To have oversight of data collection and assessment practices
- To lead assemblies and support various occasions/functions
- To play a key role as part of the GDPR team

Strategic Direction & Development: Data & Innovation

- To lead the strategic development of the use of school-wide data through work with the Senior Leadership Team, subject leaders and teaching staff, reviewing current provision, ensuring that data is impactful and manageable in its collection
- To provide guidance and support for staff in regularly engaging with data in all aspects of school life
- Develop the opportunities to communicate student and cohort progress with key stakeholders through accessible and detailed reports
- Work with the Deputy Headmaster to identify opportunities to promote innovative practice that will improve efficiency and aid staff wellbeing
- To be responsible for the development and review of technology inside and outside of the classroom, and contribute to the Five-year Strategic Plan and annual Operational Plan
- Lead programmes to aid CPD for staff in uses of data and technology
- Identify ways to use technology in order to promote independence in students and create engaging opportunities for learning beyond the classroom
- Design and review an annual Assessment, Monitoring and Reporting calendar which gives suitable opportunities for communicating and evaluating student progress
- To support the Curriculum Manager in the completion of School Census returns and have a strong understanding of 16-19 funding

Timetabling & Curriculum Structure

- The successful candidate will initially work alongside our very experienced Assistant Head who oversees the Curriculum at present:
 - Oversee the annual completion of the whole-school timetable, working alongside the staff timetable team, and carry out any required in-year changes and modifications
 - Lead on GCSE and A-Level Options, communicating with staff, parents/carers and students about the process
 - Evaluate resources and structures to ensure effective distribution and value for money, and regularly communicate forecasting to Headmaster and Governing Body
 - Regularly complete analysis of use of teaching spaces to identify opportunities for improved efficiency and support the development of capital projects
 - Coordinate internal examination periods, working with the Exams Manager, Heads of Year and Heads of Department to meet the needs of all parties
- Support the Examinations Officer with the organisation of 11+ Entrance Examinations and any other late entrance exams that are required

Operations and Resources

- Oversee the coordination of Parents' Evenings, identifying systemic improvement to aid the communication of student performance
- Identify technological systems to improve operational aspects of school life and aid efficiencies

External Links & Further Responsibilities

- Work alongside the Deputy Headmaster to coordinate events to celebrate students and staff
- To line manage designated curriculum areas including the performance management of subject leaders
- To undertake any other task as reasonably requested by the Headmaster

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



Person Specification Assistant Head

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Honours degree • PGCE and QTS 	<ul style="list-style-type: none"> • First-class or upper second-class degree • Further degree or related qualification • Senior Leader training programme
Experience	<ul style="list-style-type: none"> • Successful leadership at Middle Leadership level • Track record of successful whole-school leadership to improve provision and enhance the wider learning of students • Experience developing data analysis or system reform in an area of focus, engaging with current and forward-thinking perspectives. • Developing colleagues/line management/ coaching others • Successful experience of managing change 	<ul style="list-style-type: none"> • Successful completion of whole school timetable • Experience of leadership in a high-performing, selective environment • Outstanding track record of outcomes as a teacher • Evidence of managing whole-school change • Recent Ofsted inspection training • Evidence of CPD towards Senior Leadership
Knowledge / Skills	<ul style="list-style-type: none"> • Detailed knowledge of data analysis and its communication to key stakeholders to promote engagement through understanding. • Exam success in own specialism to A-level • Knowledge of current external examination changes and impact on schools • Knowledge of ways to interpret data at all levels • Knowledge of IDSR and analysis of outcomes • Knowledge of best practice in teaching and learning to ensure exceptional standards • Managing budgets and being resourceful to ensure value for money • High standards of written and spoken English 	<ul style="list-style-type: none"> • Evidence of embracing technology to improve engagement and efficiency • Evidence enthusiasm for new ways of working collaboratively or in using new technologies. • Know how to best improve outcomes for students irrespective of specific needs or groups e.g. SEND, disadvantaged/PP, FSM/EAL etc. • Knowledge of behaviour/pastoral systems and how these can promote sustained excellence • How best to promote engagement with data to ensure the highest levels of performance in all students
Special Requirements	<ul style="list-style-type: none"> • Willingness to contribute to the wider life of the school • Ability to work as part of a team and as a leader of a large team • Empathy with students and colleagues • Enhanced DBS clearance and identity checks • Excellent organisational skills • Professional approach to conduct, attendance and dress • Good interpersonal skills, intuition, tact and resilience 	<ul style="list-style-type: none"> • Working in partnership with governors • Safeguarding training and Safer Recruitment training



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 ECTs 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 participate 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, which have recently been upgraded, include 33 acres of playing fields, a 25-metre indoor heated Swimming Pool, Cricket nets, Eton Fives courts, a modern Fitness Suite, Sports Hall and Cricket Pavilion. The most recent acquisitions are a brand new, floodlit all-weather surface and a new rugby pitch.

Accommodation

The governors are able to offer low-cost single accommodation on the school estate. We have around eight members of staff living on site, some of whom joined us as ECTs 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"> • Excellent pension scheme • Cycle to work scheme • Free membership of the School’s Fitness Suite • Free use of the swimming pool • Tax efficient purchases of gadgets through the tech scheme • Staff common room with free tea & coffee • On site hot and cold food • Social functions/concerts/plays etc • Car parking onsite • Accommodation (limited) • Long service awards 	<ul style="list-style-type: none"> • Staff football • Staff Yoga • Staff badminton • Staff tennis • Staff touch rugby • Christmas party • Secret Santa • Secret buddy • Wellbeing group meetings • Common Room cake day • Wellbeing week • End of term get-togethers

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).

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).

Royal Grammar School

How to apply

Deadline: 12.00pm Thursday 30 March

1. Please send a short letter, addressed to the Headmaster, to explain your motivation for applying for this role which should include:

Personal statement – please use this opportunity to explain how your experience qualifies you for the requirements of this role, giving examples where appropriate.

Career satisfaction – what have you enjoyed most about your career to date?

Education – how would you define a good education?

Additional information – please use this opportunity to tell the headmaster and governors about interests and activities outside work, interesting or formative experiences you may have had and any details of your personal life which you feel may be of interest.

2. Please complete the RGS application form.
3. A cv may accompany your application.

Short-listing process

Shortlisting will take place on Friday 31 March. Candidates invited for interview will be informed by Monday 3 April 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.

Interviews will take place on Tuesday 18 April and those shortlisted will attend on Wednesday 19 April. The process will include panel interviews with senior staff and governors, meetings with staff and boys, communication tasks (oral and written) and a data exercise.

On the final day you will be asked to give a presentation which will be followed by a formal interview with the Headmaster and Deputy Headmaster.