



# 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

## Teacher of Geography

0.3 full time equivalent

Commencing 1 September 2021

**Single accommodation may be available**



**Closing date: Monday 17 May 2021**

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 Wycombiensians 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 plays 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 department is based in its own building consisting of three large teaching rooms, a smaller one for Sixth Form teaching together with an office and a store room. All rooms are equipped with projectors and whiteboards. Department resources are centrally stored on the school network.

The successful applicant will be joining a strong and vibrant team of specialists. There are currently six members of staff teaching Geography. The Subject Leader is supported by a Key Stage Leader who is taking responsibility for Teaching and Learning in Key Stage 3. In addition, we have a Head of Year, the Deputy Headmaster and a Psychology teacher.

At Key Stage 4 we teach the EDEXCEL B GCSE specification. Typically, 150-160 out of 193 opt to take Geography at GCSE with results at or slightly above the school average. Last year 81% of boys achieved levels 7-9. We follow the OCR course at A Level. Numbers at A level have fluctuated over recent years but look to be back to 60+ next year. Results are consistently some of the best in the school at 80-85% A\*/B. It has been a popular course for boys who go on to Higher Education including Oxbridge.

As an academy we have flexibility to design our own Key Stage 3 curriculum broadly in line with the National Curriculum but playing to the strengths and interests of our staff and boys. The emphasis is on developing their thinking skills in line with the school's Ethos of Learning attributes. There are detailed schemes of work and lesson plans available but teachers are encouraged to play to their strengths in engaging and enthusing the boys and instilling a love of learning in the context of Geography.

We regard fieldwork as an integral part of a geographical experience. In Key Stage 3 we are developing virtual tasks and opportunities to gather and process data in and around the school site. In normal times, in Year 10 we had 2 fieldwork days in the local area, within walking distance of school, one investigating flood risk on a river and the other investigating environmental quality. In addition, there was an optional four-day, long weekend trip to Skerne Lodge in North Devon where we undertook field studies through surfing, kayaking and rock climbing. In the Sixth Form we ran a four-day, long weekend trip to the Field Studies Council centre at Blencathra in the Lake District to deliver the four days of fieldwork required by the Exam Board and supporting the study of Space and Place, Glaciation and Earth's Life systems. In recent years members of the department have also organised several trips to Iceland and South West USA. As we emerge from the COVID restrictions we are keen to offer a similar programme again.

It is expected that the new member of staff will have a strong academic background to support the boys in achieving their full potential and to move on successfully to university, including Oxbridge. We regularly have boys returning to tell us that the broad based, yet rigorous teaching they receive from us has made their transition to university learning much easier than for most of the people they meet.

It is expected that all staff will teach throughout the age groups employing varied teaching styles and have a willingness to share ideas and welcome lesson observations. The school believes in giving all staff the opportunities to develop their skills so that they can be excellent practitioners. We pride ourselves on being a close knit and supportive team and are looking for an outstanding individual to join us.



## 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;
- to interpret and implement 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>  |



## Career Development at RGS



**Alex Wallace, Geography, Deputy Head**

**School attended:** West Buckland School

**University:** Birmingham University and Bath University

**Career so far at RGS:** I joined the school in 2007 as a Key Stage Leader in the Geography Department. I enjoyed being involved in designing schemes of work and taking responsibility for a Key Stage. I was then appointed to Head of Year 10 and 11. This was an incredibly rewarding role; I enjoyed leading a team of tutors and was passionate about my year group having the best possible experience at RGS. The challenges that this role gave me, prepared me well for my Assistant Headteacher position. My main responsibility was, and continues to be, Teaching and Learning. The change in role meant I spent more time with our incredible staff. The Senior Team often provide the steer in terms of Teaching and Learning but I love seeing the different styles and approaches which are encouraged to flourish, which inspire our boys on a daily basis. As Deputy Headmaster I oversee the day-to-day running of the school. It is a real privilege and great fun to be in this position working, with inspirational teachers and students.

**What I love about RGS, apart from the boys!** The fact it allows me to relish coming to work. I am incredibly proud to say I work at the RGS. The students are very special; they are inspiring, creative, challenging and most importantly fun! I would also suggest exactly the same applies to the staff! There is a real community at the RGS, you notice this in lessons, assemblies, staff badminton, staff football and especially the staff brewery evenings. More than anything, I enjoy the friendly and approachable nature of all staff. There are always people to ask for guidance and support in any circumstance. Everyone including boys, parents, governors and staff want RGS to be the best possible place. What other state school would have 21 members of staff giving up most Saturdays to take a rugby side? This is a truly committed staff and I can't imagine working anywhere else.



**Marieke Forster, Biology, Assistant Head**

**School attended:** Wycombe High School

**University:** Imperial College, London

**Career so far at RGS:** I joined the RGS in 2007, having previously worked in industry. I am delighted to be able to teach my chosen subject in such an academic and rewarding environment. Amongst other areas, I have responsibility for the developing House System and ever-changing Digital Strategy, as well as the very important Co-Curricular aspects of life at the RGS; arguably the elements that set us apart from other schools.

**What I love about RGS, apart from the boys!** The established culture of mutual respect and friendliness; everyone says good morning, colleagues and boys are very supportive of each other, and I genuinely love coming to work in the morning.



## General Information

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. The School is a non-smoking establishment.

## 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 by 18 May 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.