The Royal School
Wolverhampton

Candidate information pack



English Teacher



Vision and Mission

"The Royal School Wolverhampton" will present a unique offer for the local and the surrounding areas:

"An all- through, 4-19, co-educational, non-denominational day and boarding school, providing outstanding non-selective education for all its pupils, within a strong and supportive community ethos."

This will build upon The Royal's distinctive heritage over the last 160 years, its record of academic excellence, its commitment to educating the whole person, and has the full support of our Patron, the Earl of Wessex. At the heart of our vision is our belief and track record of success in developing the whole person (emotionally, intellectually, socially, physically, creatively and spiritually, through a belief system, which is broadly Christian in its values, but welcoming pupils with other and no faith); alongside our commitment to ensuring **all** pupils are able to access those academic disciplines and subjects which are the passport to success at university and for future careers.

Through this holistic approach, we will develop the potential of every child, encourage leadership, resilience, responsibility and character, and achieve our high academic aspirations for all, enabling them to lead independent, purposeful and fulfilled adult lives in a rapidly changing, multilingual world.



Mr Mark Heywood
Principal

Dear Candidate,

Thank you for your interest in the post here at The Royal School, Wolverhampton (RSW). To help you decide on whether this is the school for you it is important for you to understand where we have come from and where we are going to. Building on its unique heritage, record of academic excellence, outstanding educational environment, and with the full support and endorsement of our Patron, the Earl of Wessex, the Governors are committed to supporting wider access for pupils of all abilities and backgrounds to The Royal's rich and diverse educational offer. The Royal School, Wolverhampton offers a unique proposition to families in Wolverhampton and its surrounding area of an 'all-through', 4-19, co-educational, non-denominational day and boarding school, with the capacity over time to provide for 1454 pupils, through a carefully managed programme of growth.

Established originally as an orphanage in the 1850s which attracted the patronage of Queen Victoria within a few years of its existence, RSW has a long tradition of promoting opportunity and social mobility within its local and wider boarding based community, and a commitment to the critical role of education in transforming aspirations and outcomes for its young people as well as its wider social role in local regeneration and cohesion. Formally designated as a school by George VIth in 1944, it continued to support pupils of greatest need and only amended its constitution in 1964 to incorporate fee - paying pupils (alongside an on-going and substantial means tested bursary and foundation programme), in response to the changing economic climate and local demographics. Whilst remaining fully non-selective and dedicated to supporting pupils in need, this change process has enabled RSW to combine its traditional values and academic offer with a global perspective, to the benefit of pupils, and to create a dynamic outward looking, culturally diverse, yet inclusive school community, within which pupils acquire the rich subject knowledge, life skills, understanding and aspiration to succeed locally, nationally and internationally.

At the heart of our vision for the future of "The Royal School, Wolverhampton" (RSW) is our belief and track record of success in educating the 'whole person' alongside our commitment to ensuring that all pupils are able to access the range of academic disciplines and facilitating subjects (with a particular emphasis on STEM), which are critical to keeping access open to Russell group universities. They will also acquire high level literacy, numeracy and oracy skills, with the longer term intention that higher level maths' qualifications across the range of disciplines Post 16, will become regarded as a 'life skill', applicable to all.



Excellence for all: inspiring individuals to achieve their personal best and to compete and contribute as local and global citizens.

Whether pupils join RSW at Reception, Y7, Y9, the Sixth Form or at any other point of entry, they will achieve success through the ethos and opportunities provided by an 'all-through' approach, by our vertical House system (whereby older pupils act as mentors and model success) - aligned with exceptional age-related pastoral care; through the opportunities afforded by our mandatory extended day and Enrichment Programme which lasts until 4.45pm Monday to Thursday; all of which strategies have been evidenced through a range of recent national studies as having maximum impact on the motivation, self-esteem and attainment of those pupils at greatest disadvantage. Our mandatory and balanced co-curricular programme, which includes CCF for all, access to excellence through the Elite Swimming Academy (which also supports the largest UK, community based Learn to Swim programme with over a thousand pupils from the surrounding area enrolled on a weekly basis) sport, performing arts, cultural, aesthetic and intellectual development, will enable all pupils to engage with an aspirational culture, to become confident, resilient, caring and enterprising, and to operate as leaders, mentors and members of a team in its widest sense. The Boarding dimension and opportunities this affords to enrich the community will also support our fundamental ethos of 'wrap around care' through an approach to 'day boarding' which builds on the extended day, offering additional enrichment, including targeted support and intervention and supervised study sessions, as well as opportunities to socially interact with other boarding pupils and to take part in a boarding community evening meal. For those children who attract the Pupil Premium, Children who are looked after (CLA), and any child experiencing a temporary difficulty in home circumstances, this will be a key characteristic of RSW's on-going flexibility, and has been recognised nationally as a significant factor in supporting those at most disadvantage to succeed.

RSW will build on its predecessor's long history of working constructively with the Local Authority in Wolverhampton, and more widely with Sandwell and Dudley, particularly in supporting CLA through its Boarding provision, and pupils with a Statement of Need/ SEND. RSW will continue to develop its role in broadening local choice and diversity, raising aspirations and outcomes (including stimulating greater access to Russell Group higher education), and addressing the urgent demand for more local pupil places, both at primary and secondary, as well as providing a supportive community for vulnerable pupils, as above, including as recently requested, unaccompanied refugee children who would benefit from the boarding environment.

RSW has a long tradition of fostering outstanding individuals by empowering them to grow, successfully challenge stereotypical assumptions (as evidenced over time in the high levels of attainment of girls in maths and science Post 16) and exceed their expectations within a nurturing and inclusive, culturally diverse community. RSW will build on these values and this success in developing the potential of pupils from all abilities and backgrounds through a holistic programme of academic challenge, personal and leadership development and wider curricular and 'boarding community' life, within a culture of mutual respect and consistently outstanding expectations of attendance and behaviour.

We welcome your application to be part of our community and would love you to visit and see the school in action or call us to talk things through.

Warm regards,



Mark Heywood
Principal

The Royal School ethos

"Intelligence plus character- that is the goal of true education"

- Martin Luther King

- Traditional values and behaviour, married with a forward looking, dynamic and global outlook
- Excellence in the arts, on the sporting field, in STEM and across academic breadth
- An outstanding co- curriculum and enrichment programme, provided through our extended day, which nurtures and develops young people across a range of talents, promotes skills for life and underpins academic success
- An inclusive approach to building pupil motivation, aspiration and self-esteem, through our "all-age structure", vertical House families, and outstanding pastoral and wrap around care, which means that pupils entering RSW at whatever age and stage can be well supported in their learning, and achieve challenging individual targets
- The development of self, personal responsibility and accountability within a vibrant and supportive extended community through our weekly and term time boarding houses, our links with The Royal's existing alumni and our outstanding programme of engagement with the wider local community
- Staff, children and parents who are committed to learning as the passport to success
- A unique physical location and setting in which to grow and develop, established within the heart of the city

Job description – Subject teacher

Title: English Teacher.
Salary: Based on experience and skills
Start date: September 2018
Contract type: Full time and permanent

The Royal School is seeking a highly motivated and innovative English teacher to join an ambitious and successful English team from September 2018 in this heavily oversubscribed day and boarding free school. The aptitude and enthusiasm to teach a range of abilities from ages 11-18 is essential. An ability to teach A level and motivation and passion for the subject is crucial. We would welcome applications from both experienced teachers and NQTs who would relish the opportunity of developing the love of literature from reception to Year 13 in this all-through school.

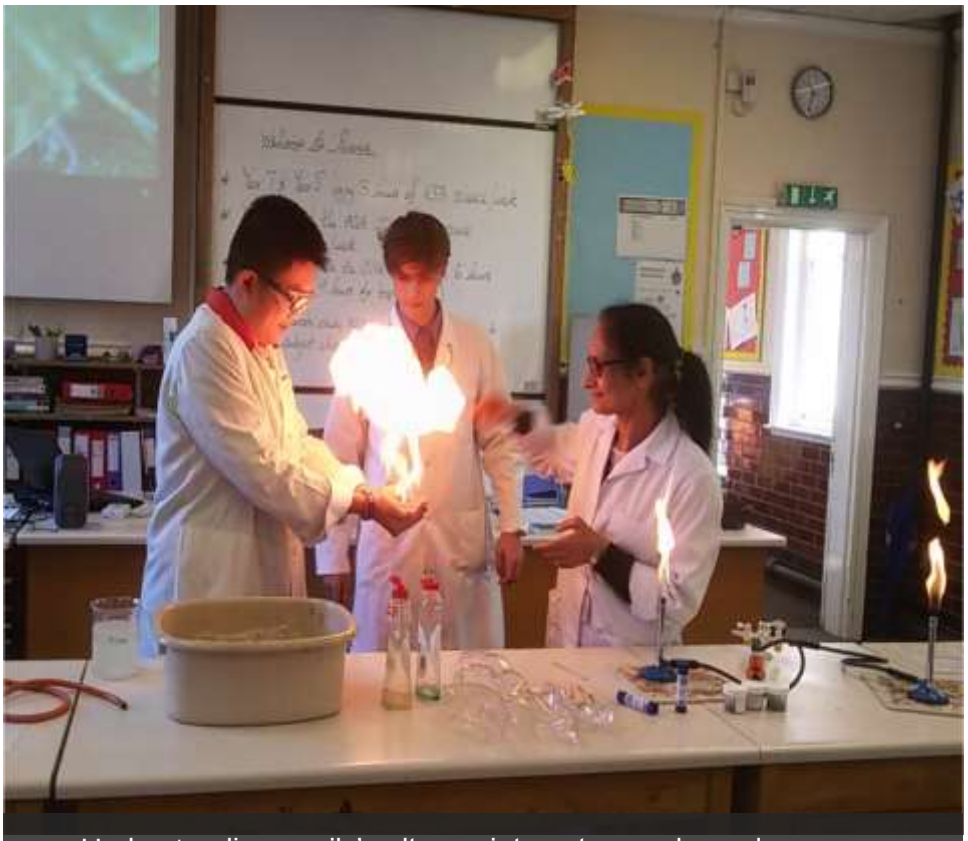
The school's distinctive ethos and culture where a truly holistic view of the personal development of the child is central to all that we do. The wider 'enrichment' programme at this all-through 4-19 boarding and day school is essential and helps develop confident pupils well equipped for life beyond the school. All staff contribute to this extensive programme with their personal interests and to join in with existing activities.

The English team is at an important stage in securing the highest standards of learning and teaching. 2017 GCSE results saw 92% of our students gaining 9-4 in English from our non-selective cohort. The successful candidate will be joining a strong team with dedicated and passionate teachers and benefit from the team's established partnership with The University of Wolverhampton's Teacher Training Programme, which is helping to develop the next generation of 'outstanding' teachers.

At KS4, we have a three-year curriculum with all students presently following the AQA GCSE English Language and Literature. At KS5, our popular AQA English Literature A and AS levels are currently offered. We have two strong mixed gender AS groups in addition to the A level group. These are all taught within a dedicated suite of classrooms due to undergo transformational refurbishment as part of our independent free school investment programme.







Understanding pupils' cultures, interests, needs, and perspectives through an ethos of respect

Purpose	To provide the highest quality of education, care and preparation for life for all students in the school in accordance with the New Teacher Standards (Appendix 1 and indicated in brackets through the rest of this document in *italics*). • To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example. • To lead and manage the subject area by modeling the school's vision and values through implementation of agreed policy, practices and procedures. • To work closely with the Subject Leader and teaching staff to promote effective working to improve learning and teaching and raise achievement for all students, in the subject. • To motivate staff and pupils. • To maintain The Royal School's high academic and wellbeing expectations. • To actively contribute to the co-curriculum.
Accountable to	Subject Leader and/or Faculty Head
Accountable for	Subject teaching and preparation of pupils for public examinations.
Main core duties (in addition to teacher job description):	
Main Responsibilities	• To participate with the Vice Principal Curriculum, Learning & Teaching and other colleagues in the development of appropriate syllabuses, materials, schemes of work and lesson plans, which should engage, stimulate and challenge students of all abilities, and should cater for all learning styles. This may include taking responsibility for particular courses; (*TS1, TS4, TS5*) • To ensure that all lessons are planned, prepared and delivered with clear differentiation to cater for students of all abilities and backgrounds whilst ensuring individual student progress; (*TS1, TS2, TS5*) • To share in the preparation and delivery of SMSC elements in all lessons across the curriculum; (*TS8)* • Employ a variety of interactive teaching methods appropriate to the age and ability of each individual student to promote a love of learning and children's intellectual curiosity; (*TS4*) • Impart knowledge and develop understanding through effective use of lesson time; (*TS3, TS4*) • To maintain an up to date knowledge of the subject, and utilise a range of teaching methods in line with currently acknowledged best practice; (*TS3*) • Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject; (*TS3*) • Reflect systematically on the effectiveness of lessons and approaches to teaching; (*TS4*) • To take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues; (*TS8*) • Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired on a regular basis according to the school homework policy; (*TS4, TS8*) • To use directed time to actively contribute to the wider life of the school by organising and running appropriate extra-curricular activities. (*TS8*) • To fully incorporate the teaching of skills including literacy, mathematics and communication into subject delivery. (*TS3*)
Management and assessment	• Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements; (*TS6*)

	• To take responsibility for particular aspects of the subject(s) in consultation with the Subject Leader (*TS8*) • Use relevant data to monitor progress, set targets and plan subsequent lessons; (*TS6*) • Be accountable for students attainment, progress and outcomes; (*TS2*) • Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements; (*TS6*) • To register each class using the electronic registration system according to school procedures. (*TS7*) • To take responsibility for the safe keeping of the electronic folder or laptop used for registration etc. (*TS7*) • To keep appropriate records and to complete assessments and profiles of students as required by whole-school policy. (*TS6*) • To maintain the allocated teaching areas to ensure that they are conducive to a stimulating and exciting learning experience. (*TS8*) • To monitor and control the use and storage of teaching materials, books and equipment. (*TS8*) • To supervise the use and care of the School's fabric and equipment by the students and to ensure their adherence to relevant health and safety regulations. (*TS8*)
Communications and Meetings	• Communicate effectively with parents with regard to pupils' achievements and well-being; (*TS8*) • Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support; (*TS8*) • To alert relevant staff to problems arising with individual students in accordance with whole-school policies; (*TS7*) • To participate actively in meetings with colleagues and parents; (*TS8*) • To attend INSET sessions and working parties related to new initiatives in teaching and learning. (*TS8*)
Finance	• To be informed about the financial basis of the operation of the school and to assist in seeking ways of deploying resources to the maximum benefit of the students; (*TS8*) • To ensure that equipment, books and premises are maintained in accordance with school policies. (*TS8*)
General Duties	• To adhere to the policies and procedures of the Royal School. • To carry out 'the duties of a schoolteacher' as set out in the Schoolteachers' Pay and Conditions Document & Teacher Standards. • To share in the corporate responsibility for the development and well-being of all students. • To share in the corporate responsibility for the development of E Learning, the innovative use of ICT and Enterprise activities as laid out in the Vision for the School. • Make a positive contribution to the wider life and ethos of the school; • Demonstrate consistently the positive attitudes, values and behaviour which are expected within the School community based on mutual respect between students and staff • To take a pro-active part in the school's performance management system, both as a reviewer and reviewee, with the ultimate aim of improving standards of teaching and learning in the school. To take reasonable care of one's own health and safety and that of others and inform the Estates Manager of any concerns with regard to health and safety **Undertake such duties as may from time to time be reasonably assigned by the Principal.**
Ethos	Promoting the ethos of the School, as expressed in the mission and vision statements, is a shared responsibility to which teaching staff make a significant contribution.

Department for Education

Appendix 1

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Person Specification

SPECIFICATION	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
Education/ Training	• PGCE/Qualified Teacher Status • Graduate in appropriate discipline	• Evidence of further personal and professional development	• Application Form • Reference • Interview
Experience	• Developing or assisting with formulation of schemes of work and resources to respond to the needs of learners and to meet the ongoing exam reforms and curriculum change. • NQT's welcome to apply • Experience of teaching across the age range 11-18		• Application Form • Reference • Interview
Knowledge	• Familiarity with curriculum developments across Key Stages 3-5 in teaching and learning, assessment and qualifications. • Excellent subject knowledge to be able to motivate pupils and prepare them successfully for the next stage of their academic career. • Ability to teach in all Key stages and to all abilities	• Considered engagement with developments in learning	• Application Form • Reference • Interview
Skills/Attributes	• Excellent I.T. Skills. • Belief that everyone is entitled to a learning experience that is characterised by enthusiasm and excitement and that encourages self-belief. • Excellent organisation skills, proven record of planning monitoring and evaluating and reviewing development plans. • Proven behaviour management skills. • Excellent classroom skills. • Ability to lead, manage and inspire a team. • Ability to face and overcome challenging situations. • Ability to de-personalise challenging situations.	• Excitement in researching, assessing and adopting new ideas, approaches and resources	• Application Form • Reference • Interview
Personal Qualities	• Ability to safeguard the welfare of children • Ability and desire to empower all students and colleagues • Commitment, enthusiasm, energy and stamina • A sense of humour • Commitment to own personal and professional development • Willingness to be involved in the wider life of the boarding and day school community • Emotional intelligence and empathy • Ability to appreciate and demonstrate the importance of a healthy work-life balance • Set a personal example which models the joy of learning • Ability to form and maintain appropriate relationships with children and young people and their parents/carers. • Open collaborative management style	• Career development potential at senior leadership level	• Reference • Interview • Inter-action around school



The Royal School
Wolverhampton

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www.theroyalschool.co.uk

The Royal School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

How to apply

Your completed application form should be submitted electronically to: je@theroyal.school or by post. Please ensure the application form is saved to include your name at the beginning of the title. In compliance with Safer Recruitment guidelines, CVs cannot be accepted.

If you wish to have an informal discussion about this role or visit the school, please email Jane Edwards at je@theroyal.school.

Closing date: **22nd May at Midday**