Rugby School

Rugby School has a restless desire for excellence in all aspects of school life. Academic standards are high, and rising, with nearly 90% of all A2 and Pre-U exams at A*-B and over 50% of all IGCSEs and GCSEs entries receiving A*s. Almost all of our students progress to good universities, with around 15 students a year winning places at Oxford or Cambridge. A small, but growing number of students take up places at elite universities in the USA. However, academic success is not achieved at the expense of educating the whole person. Our Music and Drama are exceptional, while our Sports teams achieve regular success on the national stage. The School prides itself on its pastoral care, in which all staff play an active role in their work as tutors.

One of the School's key strategic objectives is to recruit and develop staff who share the School's restless desire to improve. Consequently we have invested much in staff development. An integral part of our staff development programme is our commitment to coaching, an approach we believe to have profound benefits for all of those in our community. In coaching our students we recognise that they are best placed to make decisions about their learning and education. Our role is to ask the right questions, listen, and create the environment which produces self-regulated learning and self-regulated living. The coaching philosophy is one which runs throughout the School and we apply its principles to staff as well as students. Many staff are members of coaching groups, consisting of their peers and convened with intention of helping all members of the group grow and develop. All new staff are assigned a coach-mentor, and are required to undertake two days of coaching training before beginning teaching at Rugby.

In addition to coaching we promote professional learning through frequent whole-school inset sessions, department meetings devoted to teaching and learning, and a voluntary weekly programme of 15 minute informal inset sessions at which staff share an inspiring idea. The School also funds learning and teaching awards for those staff who want to research a particular aspect of their teaching, as well as assisting in funding for teachers who wish to pursue further professional qualifications.

There are seven boys' boarding and six girls' boarding Houses, together with a boys' day House and a girls' day House. The House is the fundamental social and pastoral unit; it is run by an Hm (Housemaster/Housemistress), assisted by tutors drawn from the all teaching staff. Meals for pupils are taken in Houses.

The English Department

The English department consists of eight teachers, and is housed in a nineteenth century listed building. It is well-equipped and all classrooms contain Promethean smart boards. The School Library is abundantly stocked with literary texts and secondary material and the School subscribes to the OED and JSTOR.

Pupils are banded in Year 9, and are taught in seven sets: in Year 9 they have six lessons of English per fortnight. The two IGCSE years have eight lessons per fortnight and all pupils are entered for both the English and English Literature exams with Edexcel IGCSE. Pupils who have special educational needs, or whose first language is not English, have extra English lessons, which are conducted separately but in close communication with their English teacher. Set sizes vary between 15 and 24 in the Lower School.

English is a popular A Level choice with around 35 pupils opting for Literature each year. The course (with Cambridge International Examinations) is taught for 12 periods a fortnight, usually in three or four sets of 8 to 12 pupils. For each set the12 periods are shared between two members of the department, each taking six lessons. English Language A Level (Edexcel) is taken by approximately 20 pupils in each of the sixth form years.

The department has enjoyed considerable academic success recently: last year nearly three-quarters of our A Level Literature candidates achieved an A. Over 50% of IGCSE Language students achieved an A* and over 80% of IGCSE students achieved were graded either A* or A in their exams.

There is an active theatre programme for all ages with regular visits to Stratford especially, but in recent years there have also been trips to Birmingham, Warwick, Oxford and London. In addition, the School has a fine theatre and a fully equipped television/media studio, both run by separate Drama/Media specialists, who offer a rich assortment of visiting productions and School-produced work. There is a literature society for A-Level students (Landor Society) and a Rupert Brooke Society for those interested in creative writing; the annual Clough Lecture involves the visit of a university academic who discusses a writer of his or her choice.

JOB DESCRIPTION

Job Title	Teacher of English
Department	English
Function	Academic
Reports to (Job Title)	Head of English
Location	Rugby School, UK

JOB PURPOSE

The post holder is required to teach English from Year 9 to A level. This post would be equally suitable for a teacher new to the profession or a more experienced practitioner.

KEY RESPONSIBILITIES/ACCOUNTABILITIES:

Teacher Professional Duties

The following duties shall be deemed to be included in the professional duties which teaching staff may be required to perform:

Teaching

- Plan, prepare and teach well-structured lessons.
- Teach, according to their educational need, the pupils assigned; setting and marking work, including examinations.
- Adapt teaching to respond to the strengths and needs of all pupils, knowing when to differentiate appropriately.
- Assess, record and report on the development, progress and attainment of pupils.
- Set high expectations which inspire, motivate and challenge pupils.
- Promote the general progress and well-being of individual pupils and of any class or group of pupils assigned.
- Manage pupil behaviour effectively to ensure a good and safe learning environment.
- Demonstrate good subject and curriculum knowledge.
- Communicate and consult effectively with the parents of pupils.
- Communicate and co-operate with persons or bodies outside the School.
- Participate in meetings arranged for any of the purposes described above.
- Advise and co-operate with other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment of pastoral arrangements.

Assessment and reports

- Make accurate and productive use of assessment, providing or contributing oral and written assessments, reports and references relating to individual pupils and groups of pupils.

- Use relevant data to monitor, progress, set targets and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking.

Appraisal and professional development
- Participate in arrangements made for teacher appraisal and professional development.
- Review methods of teaching and programmes of work.
- Undertake such training as may be reasonably required by the School to adapt to the changing requirements of the School or as may be necessary to fulfil the School's statutory or regulatory obligations.
- To undertake mandated job related training as required and instructed by the School.

Additional professional responsibilities
- Fulfil wider professional responsibilities by making a positive contribution to the wider life and ethos of the School.
- Contribute to the provision of activities to support the co-curricular programme of the School.
- Act as a personal tutor to pupils assigned in a Day/Boarding House.
- Accompany pupils on trips away from the School.
- Attend assemblies, registration of pupils and supervise pupils outside the classroom, whether these duties are to be performed before, during or after School sessions.

Child protection, discipline, health and safety
- Promote and safeguard the welfare of children and young persons.
- Maintain good order and discipline among the pupils and safeguard their health and safety both when they are on the School premises and when they are engaged in authorised School activities elsewhere.
- Ensure all staff act in accordance with Rugby School's policies and procedures.

Public examinations
- Participate in arrangements for preparing pupils for examinations and supervise them during public and internal examinations and assessments.

Co-curricular
- Rugby is a seven days a week boarding school. All staff are expected to tutor and to contribute to the co-curricular programme.

Equality
- Acting in accordance with Rugby School's equality policy, maintaining a fair and consistent manner in all actions.

Flexibility
- Undertake such other reasonable duties from time to time as the School may reasonably require.

The Benefits

- Full-time teachers are required to live in accommodation provided by the school.

- There is a Teachers' Pension Scheme, which includes life assurance.
- Teachers receive healthcare.
- There is a two thirds concession on Rugby School fees.
- All full-time staff at Rugby are issued with a computer for lesson preparation, teaching and administration.
- Extensive use of ICT is made by pupils, both within the School curriculum and during prep time. The whole School is networked via a wireless infrastructure.
- Technical support is available and INSET training is conducted on a frequent basis in School time.
- Teachers join in fully with boarding school life and can use the excellent facilities including membership of the Sports Centre with its state-of-the-art fitness centre and 25m swimming pool for a small fee.

PERSON SPECIFICATION

	Essential	Desirable	Method of assessment
	These are qualities without which the Applicant could not be appointed.	*These are extra qualities which can be used to choose between applicants who meet all of the essential criteria.*	
Qualifications	A graduate with a good honours degree from a leading university.	A Masters or further degree.	• Production of the applicant's certificates. • Discussion at interview. • Independent verification of qualifications.
Experience		Experience of working with young people. Teaching experience.	• Contents of the application form. • Interview. • Professional references.
Skills	Ability to maintain appropriate discipline when dealing with students. Ability to organise own workload, prioritise and meet deadlines. Ability to work on own initiative, and as part of a team. Ability to communicate effectively with other staff, students and leadership. Excellent interpersonal, written and oral skills.	IT skills and a willingness to keep up to date with new technologies.	• Contents of the application form. • Interview. • Professional references.
Knowledge	Excellent subject knowledge Current knowledge of educational change and issues.		• Contents of the application form. • Interview. • Professional references.

Personal competencies and qualities	Determined and driven. Motivation to work with children and young people. Ability to form and maintain appropriate relationships and personal boundaries with children and young people. Creative and imaginative. Demonstrably energetic and enthusiastic Committed to on-going CPD. Determined to grow and develop as an individual. Willingness to embrace a coaching philosophy in all aspects of school life.		• Contents of the application form. • Interview. • Professional references.