

The Royal Masonic School for Girls



Assistant SENCO

Information for Prospective Candidates

May 2018



RMS
FOR GIRLS

www.rmsforgirls.org.uk

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The School



RMS has an exceptional, unusual and distinguished history. One of the oldest girls' schools in the country, the School was founded by Chevalier Ruspini in 1788 with the purpose of educating the daughters of Freemasons who were unable to support their families through death, illness or disability. The School started with fifteen pupils and a matron in Somers Place in East London and moved twice within London until it finally settled in the magnificent grounds of Rickmansworth Park in 1934. The School became an open fee paying school in 1978 and accepts girls from all backgrounds and faiths. The majority of families associated with the School have no links with Freemasonry, with our name now largely being a reference to our past.

RMS is a day and boarding school, attracting day girls from across Hertfordshire, Buckinghamshire, Middlesex and North London, and boarders from all over the world. It is located within easy reach of Central London (30 minutes by train/underground), and is just under a mile from Junction 18 of the M25 motorway.

The School comprises Ruspini House Pre School for boys and girls aged 2 to 4, Cadogan House Pre Prep and Prep Department for girls aged 4 to 11, the Senior School, and Hind House Sixth Form Centre. The School currently has around 950 pupils, of whom 65 are in the Pre School, 240 are in the Pre Prep/Prep Department, 470 in the Senior School and 175 in the fully comprehensive Sixth Form. Entry is by examination/interview at 4+, 11+, 13+ and 16+, with a few girls joining us at other times if places are available.

Our public examination results are consistently impressive, and around 99% of girls leave RMS to take up places at university, 92% at their institution of first choice.

The School



Life at RMS is centred around much more than just academic success, and the School is well known for its exceptional pastoral care, the wealth of extra-curricular opportunities it offers, and its commitment to a values-based education.

RMS strives to enable each and every pupil, regardless of background, to develop to the full their academic, personal and creative potential. We offer a nurturing, inclusive and supportive environment where each child is esteemed as an individual, capable of success. Education here is founded on core moral values that encourage pupils to be compassionate and tolerant; to do their personal best; to grow in integrity and responsibility and so ultimately to approach adulthood with inter-personal skills that reflect both empathy and self-confidence.

Our most recent inspection reports concluded that our provision is outstanding in all areas, and *“Pupils make excellent progress in reaching high academic standards that are enhanced by lively and encouraging teaching”* (ISI Report). The report also commends the school on *“the excellence of pupils’ personal development (which) demonstrates the School’s achievement of its aim to provide a culture that celebrates personal success and values qualities such as courtesy, dignity and kindness”*

Please explore our school [website](https://www.rmsforgirls.org.uk) further for more information about life at RMS.

Teaching Staff Testimonial

Hester Eccles, Teacher of History

The adage 'time flies when you are having fun' certainly applies to the time I have spent at RMS. I came to the RMS History Department as an NQT in September 2009 and it was a significant move in more ways than one. Having been based in the North for my entire life I suddenly found myself in new surroundings... beautiful ones at that! I was given History classes in each Key Stage Group and received astounding support from my department in order to allow me to provide the students with a high quality of teaching. This included being sent on valuable INSET courses and having regular 'in house' meetings to discuss teaching, assessment methods and managing my time as a History teacher and form tutor alongside the other responsibilities that I hold. My Head of Department is very supportive and, once settled with my teaching, offered me the position of KS3 Co-ordinator, which allowed me, amongst other things, to examine our schemes of work and adapt them in order to enhance students' learning. I have also been able to take over the running of one of our department's overseas trips, the Battlefields Trip to France and Belgium. This trip is a popular one in Year 9 and often has between 35 and 40 students. Within the wider school community I have also been encouraged to take part in working parties and enjoy being an active member of the Literacy working party and the WW1 Commemorative Committee. The support I received as an NQT and ever since has been instrumental in giving me the confidence to enjoy my teaching in History and also explore other extra-curricular opportunities within the School. During my first year at RMS I became an EPQ supervisor and this allowed me to work outside of my department and integrate further within the School community.

I thoroughly enjoy academic research and this course was of great interest to me given the opportunities it provided students to explore their passions. I was fortunate enough to be considered for the position of skills teacher for this course and have subsequently taken on the role of Joint Centre Co-ordinator for the EPQ. This opportunity has allowed me to take more of a role in the organisation and undertaking of this course and provided me with greater insight into managing teams of students and supervisors. Towards the end of my first year at the School I was also tempted by the extra responsibilities that were advertised, notably the Assistant G&T Co-ordinator. This has involved working with a colleague on monitoring, evaluating and enhancing the provision of support for our more able students across departments within School and has been a very useful and enjoyable experience. Our role has seen us set up the weekly club 'Aim for the Stars', which allows us to meet with students from all age groups to discuss their interests. In addition, my role as Joint EPQ Centre Coordinator has allowed me to work collaboratively with colleagues to create an RMS version of the EPQ for Years 7 to 9 in order to allow students to go beyond the curriculum and explore their interests whilst honing useful research and writing skills. As well, I have been asked to provide INSETs on G&T provision, sharing best practice and have also spoken at RMS Teachmeets on literacy and developing independent learners. I was very fortunate to begin my teaching career at RMS. The students and staff are superb to work with and the School community is supportive, productive and creative and I am certain that this combination has given me the confidence to develop professionally.

Learning Support at RMS



A qualified Director of Learning Support co-ordinates a team of specialists who offer individual and group lessons to girls in the Senior School who require learning support.

The Learning Support team works closely with both the academic and pastoral teams to ensure that a student's individual needs are met. All the learning support staff are qualified teachers and are experienced in supporting students with learning difficulties or English as an additional language. Most have additional qualifications in supporting specific learning difficulties and all attend regular training to maintain their skills.

The Director of Learning Support also welcomes regular communication with parents to ensure that everyone is well informed. All girls are screened to detect literacy difficulties and monitored regularly to identify any other difficulties as early as possible in order to provide differentiated levels of support.

Appropriate accommodation is made for girls to use a laptop in class and all staff work to ensure that girls with Specific Learning difficulties fulfil their potential. Where appropriate students can be assessed for access arrangements in external exams.

The School has experience with a wide range of mild and moderate specific learning needs, such as dyslexia, dyspraxia, and dyscalculia.

RMS welcomes girls from around the world, some of whom may need additional English Language support. Girls entering in Years 7 to 11 will be assessed on their level of ability on arrival at RMS. Their EAL lessons may be individual, in a pair, or small group and the number of lesson will be based on their level of need.

The Role



We are looking for a highly motivated individual to join us in the newly created role of Assistant SENCO from September 2018 or January 2019 who can support and encourage our Senior School students to help find solutions to their difficulties. The successful candidate can expect to work with colleagues from a range of areas within the school to ensure equal opportunities for pupils with different learning needs. They will also teach across the full range of ages and abilities in the Senior School (Year 7 to Year 13) whilst developing their own individual role within a highly supportive atmosphere.

Potential candidates must show commitment to self-improvement and commitment to the extra-curricular life of the department and of the school.

A full job description and role profile can be found [here](#).

Terms of Employment

The terms of employment include:

- Full time, permanent role
- Staff Pension Scheme
- Free lunches when the School's catering facilities are open
- Free car parking
- Preferential gym membership
- School fee discount – subject to terms and conditions of the policy

DISCLOSURE AND BARRING SERVICE

The School is a “Registered Body” under the provisions of the Police Act 1997 because employment at the School involves access to children under the age of 18. This post shall be subject to the receipt of overseas criminal records check (where appropriate) and will require an Enhanced Disclosure Certificate (with barred list) from the Disclosure and Barring Service (DBS) before an offer of employment can be confirmed.

SAFEGUARDING CHILDREN

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact, will be to adhere to and ensure compliance with the School's Safeguarding Policy Statement at all times. If in the course of carrying out the duties of the post the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the School s/he must report any concerns to the Head.

In addition to the candidate's ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children, including;

- Motivation to work with young people
- Ability to form and maintain relationships and personal boundaries with young people
- Emotional resilience in working with the challenges that young people present
- Approach to the use of authority and maintaining discipline

Revision of Job Description

According to the development and requirements of the School, Job Specifications will need to be reviewed and updated periodically, after consultation with the Job Holder.

The Application Process



We welcome a letter of application and a completed application form, which can be downloaded from our website www.rmsforgirls.org.uk or by clicking [here](#).

The closing date for applications is 9.00am on Monday 4th June 2018.

Completed applications only and any enquiries should be addressed to :

The HR Administrator
The Royal Masonic School for Girls
Rickmansworth Park
Rickmansworth
Herts WD3 4HF

Email: hradmin@royalmasonic.herts.sch.uk

Tel: 01923 725091



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