

# JOB DESCRIPTION

<b>TEACHER</b>	
Reporting to	Head of Department for teaching Head of Year for tutoring Senior House Staff for Pastoral Matters
Employment status	
Purpose and objectives of role	<p>The following are derived, in part, from the professional standards expected of all teachers as set down by the Department for Education and are the minimum standards expected at The Royal Hospital School.</p> <p>This job description applies to general teacher conduct and the principles of teaching and tutoring, as well as general pastoral approaches as a member of the community that is the Royal Hospital School.</p> <p>The Royal Hospital School is a boarding school with a commitment to providing a broad range of activities and opportunities to its pupils. As such there is an expectation that teachers understand that there will be a commitment to boarding and contributing to the wider curriculum. Further details and specific tasks such as duties in House, Library, Dining Hall duty etc. are covered in the Royal Hospital School's Staff Handbook.</p>
Characteristics of a teacher	<p>Candidates applying to the Royal Hospital School are asked to provide within their personal statement an explanation of how and where they have experience against the following characteristics:</p> <p><b>Essential:</b></p> <ol style="list-style-type: none"> <li><b>1. Developing and coaching others:</b> 'Is the ability to assist others (peers, line reports, team members, and pupils) in reaching their full potential through feedback, coaching, development, mentoring and training.'</li> <li><b>2. Results orientation</b> 'Is the tendency to set high goals for self and others, focusing on the delivery of targets, quality and deadlines'</li> <li><b>3. Teamwork</b> 'Is the willingness to put the goal of the team before personal goals, to build effective, co-operative relationships with others. It is the active participation in team effectiveness; taking actions that demonstrate a consideration for the feelings and needs of others; being aware of the effect of one's behaviour on others.'</li> <li><b>4. Technical expertise and personal professional development</b> 'Is the ability to make effective and appropriate use of technical skills and knowledge and develop this further through on-the-job and off-the-job learning experiences.'</li> <li><b>5. Planning and organising</b> 'Is the ability to develop clear, efficient and logical approaches to work and to use time effectively to achieve outcomes'</li> </ol>

	<p><b>Desirable:</b></p> <ol style="list-style-type: none"> <li><b>1. Controlling quality and standards</b> 'Is the desire to ensure accuracy and quality of work delivered. Accomplishing tasks through concern for all areas involved, no matter how small, showing concern for all aspects of the job. Accurately checking processes and tasks; maintaining watchfulness over a period of time'</li> <li><b>2. Creativity and innovation</b> 'Is the ability to adapt or generate imaginative and innovative ideas and a willingness to challenge assumptions and offer alternative approaches'</li> <li><b>3. Problem solving and initiative</b> 'Is the ability to pre-empt problems and to analyse and interpret situations and data from a variety of viewpoints. It is the ability to find creative, workable solutions without waiting to be told. To make swift decisions and judgements even in the face of ambiguity or criticism and asserting one's influence over events to achieve the goals of RHS'</li> </ol>
Personal and Professional Conduct within the role	<p>Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct.</p> <p>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.</p> <p>Teachers are 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 at The Royal Hospital School.</p> <p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ol style="list-style-type: none"> <li>1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>2. Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</li> <li>3. Showing tolerance of and respect for the rights of others</li> <li>4. Upholding and promoting fundamental democratic values, including the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</li> <li>5. 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 Royal Hospital School, and maintain high standards in their own attendance and punctuality.</li> </ol> <p>Teachers must have an understanding of, and always act within, the statutory</p>

	<p>frame-works which set out their professional duties and responsibilities.</p> <p>Teachers are expected to:</p> <ul style="list-style-type: none"><li>• Set high expectations which inspire, motivate and challenge pupils</li><li>• Promote excellent progress and outcomes by pupils</li><li>• Demonstrate excellent subject and curriculum knowledge</li><li>• Plan and teach well-structured lessons</li><li>• Adapt teaching to respond to the strengths and needs of all pupils</li><li>• Make accurate and productive use of assessment</li><li>• Manage behaviour effectively to ensure a positive and safe learning environment</li><li>• Participate in departmental and academic development</li><li>• Contribute to the wider life of the School</li><li>• Support the School's values and academic and pastoral structures</li><li>• Fulfil wider professional responsibilities</li></ul>
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