



READING BLUE COAT SCHOOL

VACANCY PROFILE INFORMATION PACK

HEAD OF CLASSICS



Closing date for applications: noon on 26 February 2018

Interviews will be held during the week of 5 March 2018.

Applications may be submitted by CV or School Academic Staff Application Form, which can be downloaded from our website "Vacancies" page www.rbc.org.uk/vacancies/

This should be submitted with your letter of application, by email to recruitment@rbc.org.uk. You will be required to complete an Application Form if invited to attend an interview.

Contact for questions about the application process should be addressed to: Mr Ian King, HR Manager, Reading Blue Coat School, Holme Park, Sonning Lane, Sonning-on-Thames, RG4 6SU.



READING BLUE COAT SCHOOL

BACKGROUND

Reading Blue Coat School (RBCS) is a leading independent day school with 760 pupils. Boys aged 11 – 18 and girls aged 16 – 18. The School was founded in 1646 by Richard Aldworth, a merchant of The Skinners' Company and a Governor of Christ's Hospital. The School was established near St Mary's Minster Church in Reading and was originally known by its historic name of Aldworth's Hospital.

In 1947, Reading Blue Coat School moved to the magnificent 46 acre estate of Holme Park in the Berkshire Thames side village of Sonning, four miles east of Reading, where it remains today. The ethos of the School derives from its Christian foundation and traditions, fostering care and consideration within the community. The School aims to provide a stimulating and friendly atmosphere in which each pupil can realise his or her full intellectual, physical and creative potential. Pupils are encouraged to be self-reliant and adaptable, and the School intends that they will learn the basis of good citizenship, founded on honesty, fairness and understanding of the needs of others. The curriculum provides a balanced blend of academic and non-academic activities that combine to meet these objectives.

The School employs in excess of 160 salaried staff, of whom about 50% are academic staff.

FACILITIES

The School enjoys excellent facilities and continues to invest in the site.

Key developments over the past five years include;

- the Richard Aldworth Building, a 25-classroom block that provides first-class teaching facilities for a number of major departments including English, Mathematics, Modern Languages, Classics, Geography, Art and a common room for Middle School pupils with views over the sports pitches;
- the Sixth Form Centre;
- a Psychology and Geology Centre;
- a riverside boathouse;
- an IT Centre;
- a Design & Technology Centre;
- a Drama Studio;
- and various other amenities have been completed.

The new buildings add to an already impressive list of facilities including the Sports Complex, the Science Centre, Reception and the Messer Building.

The Governors have further ambitions for the School and we have planning permission for the next phase in our development which will include:

- a new Grounds, Maintenance and Activities Centre;
- a new Performing Arts Centre.

ACADEMIC LIFE

The academic curriculum at Reading Blue Coat is based on the principle that all pupils should experience a broad and balanced range of basic subjects and skills. From Year 9 onwards, this range is gradually modified, by elements of choice, enabling both the interests and aptitudes of individual pupils to be reflected. Most lessons are taught initially in classes of mixed ability, although setting occurs in Mathematics and French in Year 7, Languages in Year 8 and Science in Year 10.



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Geology is also a thriving subject, with a new Geology and Psychology Centre supporting the increased levels of interest.

In Year 11, all pupils take qualifications in English, Maths and Science (all IGCSE) and a Modern Foreign Language. They also take three GCSEs from a broad range of eleven subjects. All pupils take a GCSE in Religious Studies in Year 10.

In the Sixth Form pupils can choose from a range of 24 subjects, including subjects most will not have studied before, such as Economics, Government and Politics and Psychology. Enrichment opportunities in the Sixth Form include the Extended Project Qualification (EPQ), visiting speakers and the School's own UP (university preparation) programme. Reading Blue Coat School always seeks to stretch and challenge pupils and the School's Learning Support Department ensure that pupils with specific learning needs are supported effectively.

The School's Learning Research Group ensures a sustained focus on developing teachers and pedagogical enrichment. 2017 academic results were impressive; the A Level results were Blue Coat's best ever with 82.7% achieving A*-B and at GCSE the School has achieved 90% A*- B five years running.

Virtually all Year 13 leavers proceed to degree courses at universities of which approximately 70% go to the Russell Group of universities. Each year, four or five students attain places at Oxbridge. In 2017 just under 90% of students achieved places at their preferred university.

PASTORAL

Pastoral care focused on the individual is at the heart of the School. Reading Blue Coat's pastoral structure is based around the tutorial system within the framework of four houses: Aldworth, Hall, Malthus and Rich. All pupils are part of a tutor group that is overseen by a member of staff who is responsible for their well-being and the development of their character and intellectual curiosity. The School prides itself on mutual respect, tolerance and courtesy, and all activities seek to strengthen these values. The house system enables pupils to take part in activities that foster the development of these ideals through music, sport, drama and public speaking.

SPORT

Reading Blue Coat has an enviable reputation both locally and nationally for the high quality of its sporting teams. Sport plays a key role in developing every pupil's potential – physical fitness and skill, teamwork and learning how to win and lose. Sports are coached to a very high level while providing for, and encouraging, those for whom participation rather than excellence is important. Major sports are rowing, rugby, netball, football, cricket, tennis and athletics. Other sports include golf, squash, cross country, climbing, weight training, touch rugby, shooting and archery.

DRAMA, MUSIC AND THE ARTS

Reading Blue Coat School has a reputation for drama performances of the highest quality, with an extensive programme of performances throughout the year. The main expressions of artistic undertakings at Reading Blue Coat are music, drama, public speaking and painting. Pupils' endeavours in the arts are highly successful and widely acclaimed, including internationally. Music is at the heart of the School; all boys are auditioned for the choir and many learn a musical instrument. The breadth and depth of musical and dramatic talent at the School is evident in the wide range of plays, concerts, "Swing into Summer time" – an outdoor festival of the arts, and other eclectic events that take place across the year.



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CO-CURRICULAR

Co-curricular activities are designed to enable pupils to develop practical and social skills such as leadership, enterprise and communication. As part of the extensive co-curricular programme, Reading Blue Coat School offers a number of exciting options from which pupils can choose for their weekly activities session. Activities offered include Combined Cadet Force (all services), Duke of Edinburgh, Young Enterprise, Film Club, Archery, Creative Writing and Journalism.

COMMUNITY

Reading Blue Coat pupils are encouraged to be aware of their place in the wider world and to show consideration for all those with whom they come into contact. These principles are based on the ideas handed down by our founder, Richard Aldworth. Today the School has strong links with the wider community and pupils have many opportunities to engage with the world beyond the School gates. The Sports Leaders programme is particularly popular, as it prepares Sixth Formers to go out into primary schools in Sonning, Caversham and Maidenhead to coach a number of sports. Reading Blue Coat's Primary Schools Placement programme also gives pupils the opportunity to assist with tuition in Maths, English and languages in local primary schools and A Level Philosophy pupils have delivered an introduction to Philosophy in a nearby school. Further afield, the School has an established partnership with a school in Ghana.

Further information is available on the School's website at www.rbc.org.uk.

Contact for questions about careers at the School and the application process should be addressed to: Mr Ian King, HR Manager, Reading Blue Coat School, Holme Park, Sonning Lane, Sonning-on-Thames, RG4 6SU or by email to recruitment@rbc.org.uk



READING BLUE COAT SCHOOL

DEPARTMENT DESCRIPTION

Department of Classics & Latin

The Classics Department at Reading Blue Coat School aspires to provide a stimulating and interesting curriculum, introducing pupils to Latin, broadening their linguistic skills, their interests in language and their knowledge of ancient history. The department follows the OCR syllabus for GCSE Latin with AS Level Classics forming part of the enrichment syllabus for Sixth Form. Members of the department are involved in a number of other subjects, extra-curricular trips and pastoral roles and we strive to be a central part of the School's success.

The department expects its teachers to be passionate about the subject; committed to fostering an appreciation of Latin and ancient history through engaging teaching and enjoyable co-curricular experiences. From Year 8, Latin is offered as an optional subject and is taught in either 2 or 3 lessons of 35 minutes, depending on their other option choices.

Years 10 and 11 receive four periods of teaching per week, usually in the format of two double lessons, approximately 70 minutes long. The OCR board comprises elements of studying the Latin Language, Prose Literature with texts that change every two years and a third further module studying source material on Roman background topics. The department has a 100% pass rate at GCSE.

Year 12 students follow the OCR specification as part of the enrichment programme for Sixth Form study. The modules are taught over a course of four double lessons, shared amongst two teachers.

Broadening the pupils' interest and engagement with the Classical world is paramount to the department's philosophy. To this end, a number of co-curricular activities and clubs are on offer to facilitate this. The department runs a trip to the Roman Baths for students studying Latin in Year 9; a biennial trip to the Bay of Naples, and regular enrichment trips for the Sixth Form alongside a Classical film club run during lunchtimes. All teachers of Classics are expected to make a significant and regular contribution to this aspect of the department.

The potential candidate will be expected to teach Year 8 classes, with the possibility of taking on a GCSE class and continuing to share the teaching of the current AS syllabus. They will also be expected to fully participate in the extra-curricular life of the department, assisting in the running of film clubs, revision sessions and enrichment trips. The department has a comprehensive stock of texts and audio visual resources. All teachers are expected to share resources using the department intranet.

The department encourages professional development, with staff expected to develop their skills via INSET and through sharing good practice within the school.

For an informal telephone conversation about the role, contact Mr Kevin Magill, Deputy Head (Staff), on 0118 944 1005 or email kjm@rbc.org.uk



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ROLE DESCRIPTION

HEAD OF CLASSICS

Line Manager: Deputy Head (Academic)

Department: Classics & Latin

Description of the Post:

Responsible to the Headmaster for all matters pertaining to the management and promotion of Classics and Latin within the school. As well as Classics and Latin, the post holder may be expected to teach another subject.

Duties

Although this is not exhaustive, the Head of Classics will be expected to carry out the following duties:

1. Staff:

- (a) Advise the Head about staffing provision.
- (b) Allocate responsibilities and see that duties are carried out.
- (c) Inform departmental members of school policy and see that it is implemented
- (d) Ensure that colleagues are familiar with the department's resources.
- (e) Ensure that members of the department are effective in both their teaching and other contributions to the operation of the department.
- (f) Develop within the department a wide range of teaching styles that promote both knowledge and understanding and that ensure high standards of accuracy and presentation.
- (g) Ensure that homework is regularly set (not too little and not too much) and that it is promptly and thoroughly marked.
- (h) See that work is set for absent colleagues or that standby work of a useful nature is available when absence is not expected.
- (i) Organise effective departmental meetings, with agendas, and pass copies of agendas and minutes of meetings to the Headmaster, Second Master and Deputy Head (Academic).
- (j) Oversee staff professional development and encourage in-service training. Organise effective and sensitive support for colleagues, especially for those new to the department.
- (k) Be aware, sensitively and unobtrusively, of colleagues' personal circumstances.
- (l) Communicate and co-operate with other departments.
- (m) Advise the Head on the appointment of new staff.
- (n) Provide a job description and information about the department for inclusion in job specifications.
- (o) After appointment, send a follow-up letter of welcome: invite the appointee to visit: carry out school induction procedures.
- (p) Support new staff. Advise, help, anticipate - discuss and approve lesson plans.



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- (q) Deal professionally with minor areas of concern with particular members of staff. Keep the Headmaster fully informed.

2. The Curriculum:

- (a) Keep up-to-date with all aspects of curriculum development, with special reference to examination syllabuses.
- (b) Ensure that an appropriate scheme of work is agreed and applied by members of the department.
- (c) Continually review the scheme of work through liaison, where appropriate, with others, e.g. Deputy Head (Academic), careers staff, etc. Such schemes of work should be revised annually and a copy should be passed to the Deputy Head (Academic).
- (d) Liaise with the Deputy Head (Academic) and Deputy Head (Staff) to ensure correct allocation of time, staff, resources and rooms.
- (e) Advise on repercussions on the timetable of any changes in the departmental scheme of work or examination requirements.
- (f) Promote the spiritual, moral and social development of the students through the curriculum.

3. The Students:

- (a) Take responsibility for the development, work and behaviour of all students who use the department ensuring that students' work and progress is monitored, assessed and recorded regularly. Keep colleagues and parents appropriately informed.
- (b) Ensure that students' efforts are properly rewarded.
- (c) Be aware of those students who are exceptionally able and ensure that they are encouraged to fulfil their potential.
- (d) Be aware of those students who are struggling, disruptive, experiencing special difficulties, etc., and ensure that appropriate action is taken.
- (e) Apply 'departmental sanctions' where appropriate. Ensure that staff and students are aware of special department rules and practices that apply.
- (f) Make sure that staff are aware of special circumstances affecting students: e.g. LDD, physical disabilities.
- (g) Help colleagues in cases of disciplinary problems.
- (h) Advise students at times of option choices and when help is needed for careers.

4. Examinations:

- (a) Ensure, after consultation with colleagues, that students are entered for the correct syllabuses and external examinations.
- (b) Distribute all information from the examination board to all who need to know. Ensure that staff read examiners' reports.
- (c) Ensure that appropriate revision programmes are devised for students in preparation for examinations.
- (d) Ensure that students are well briefed on the requirements and structure of the various examinations.



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5. Facilities and Resources:

- (a) Resource the department with relevant and up-to-date books and course-related equipment and materials within agreed budgets.
- (b) Advise the Headmaster about departmental needs.
- (c) Prepare the annual budget and keep an accurate record of departmental expenses.
- (d) Determine, in conjunction with colleagues, spending priorities.
- (e) Ensure that rooms, furniture, equipment, wall displays etc., are maintained to a high standard.
- (f) Keep a proper inventory of equipment.
- (g) Ensure that resources are stored securely.
- (h) Liaise with the Librarian.
- (i) Be aware and fully conversant with the School's policy on Health and Safety at Work and oversee the implementation of safety procedures as they apply within your department.
- (j) Review the Handbook of the department annually.

6. Broader Horizons:

The Head of [department] should see it as his/her responsibility to broaden the horizons of the staff and students by introducing stimuli from outside the department. This might involve:

- (a) Liaising with other departments on cross-curricular objectives.
- (b) Organising/overseeing extra-curricular activities such as clubs, visits, exchanges and field courses.
- (c) Bringing in outside speakers.
- (d) Maintaining links with other local educational establishments.
- (e) Joining the local branch of your subject association.

Please note that this Job Description is not exhaustive and the employee may be expected to undertake additional duties if required.



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PERSON SPECIFICATION

HEAD OF CLASSICS

The person specification focuses on the knowledge, skills, experience and qualifications required to undertake the role effectively. It is expected that the successful applicant will have and can demonstrate:

Knowledge And Experience

- Strong academic achievements E
- Outstanding specialist subject knowledge E
- Knowledge of the OCR GCSE syllabus. D
- Taught Classics GCSE and AS level syllabus D
- Able to teach a second subject D

Skills and Attributes

- Self-motivated and highly dedicated E
- Demonstrates a real passion for teaching and characteristics of outstanding teaching practice E
- Able to inspire students in their subject E
- Excellent communication skills with ability to establish rapport with students, parents and colleagues E
- Effective in planning and prioritising work load E
- A willingness to engage in the whole life of the School and an ability to offer skills in some part of the co-curricular programme of the School E
- Commitment to the ethos of the School and its pastoral approach E

Qualifications

- A good Honours degree relevant to the teaching aspects of the role E
- A recognised teaching qualification, such as a PGCE D
- Full Clean driving licence D

Requirement

E - Essential

D – Desirable



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SUMMARY TERMS & CONDITIONS OF EMPLOYMENT AND BENEFITS

- Contract Status: Permanent contract. Commencing 31 August 2018.
- Salary: The School has its own salary scale. Starting salary will depend on the experience and qualifications of the successful candidate. The Governors review salary scales each year to ensure they remain competitive. Annual salary is paid by bank transfer on the 25th of the month, or next working day thereafter, in 12 equal payments.
- Place of Work: Reading Blue Coat School, Sonning on Thames, Berkshire
- Working hours: From 08:30 to 16:20, Monday to Friday, with 60 minute meal break.

Additional hours will be required for the delivery of co-curricular activities; school events; open evenings; parents' evenings; etc.
- Leave entitlement: School holidays in accordance with the published School calendar.
- Pension: Membership of the contributory Teachers Pension Scheme (employee contribution between 7.4% and 11.7%, dependent on salary; employer contribution currently 16.48%)
- Meals: Lunch and refreshments are provided free by the School.
- Parking: Free Car parking is available on site
- Discounts: Reduction in RBCS school fees for employees children
 - 50% reduction for all staff
 - Fees (from 1 September 2015) are currently £5,030 per term
- Sports facilities: Membership of the School Sports Centre with access to fully equipped gym and swimming pool
- Child Care: Tax free Child Care vouchers are offered by salary sacrifice to assist with child care costs.
- Cycle Scheme: Tax free Cycle to Work Scheme is offered by salary sacrifice.
- Discounts: Reduction in RBCS school fees for employees' children offered after 6 months service.
 - 50% reduction for all full time staff, pro-rated for part time staff
 - Fees (from 1 September 2017) are currently £5,373 per term
- Sports facilities Free membership of the School Sports Centre with access to fully equipped gym and swimming pool
- Professional Development: Strong commitment to support professional development, overseen by Deputy Head (Staff) and people development budget.



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POLICY STATEMENT

CHILD PROTECTION

- Reading Blue Coat School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- This post may involve unsupervised contact with children and young people.
- The successful candidate will be required to undertake the Disclosure & Barring Service (DBS) enhanced criminal records clearance process.

Interview

- The selection process will test and assess the above issues. As required by regulation, the interview will be based on;
 - 'competency questioning',
 - and where appropriate will address: the candidate's attitude towards children and young people;
 - his/her ability to support the School's agenda for safeguarding and promoting the welfare of children;
 - gaps in his/her employment history;
 - Concerns or discrepancies arising from the information provided by the candidate and/or a referee.
- In addition to the candidates' ability to perform the duties of the post, the interview will also explore related issues including:
 - motivation to work with children and young people;
 - ability to form and maintain appropriate relationships and personal boundaries with children and young people;
 - emotional resilience in working with challenging behaviours;
 - Attitudes to use of authority and maintaining discipline.

Recruitment, selection and disclosure policy and procedure

- Candidates are advised to read the School's policy on recruitment, selection and disclosure before submitting an application for employment. This can be downloaded on the School website, "Vacancies" page.