



ROYAL  
HOSPITAL  
SCHOOL



## RECRUITMENT PACK FOR THE ROLE OF SELF EMPLOYED VISITING MUSIC TEACHER - SAXOPHONE

1<sup>st</sup> September 2026

<b>EMPLOYMENT STATUS</b>	Self Employed
<b>SALARY</b>	£46 per hour
<b>CLOSING DATE FOR APPLICATIONS</b>	Wednesday 28 January 2026 at 09:00
<b>INTERVIEW DATE(S)</b>	Interviews could take place at any time



## KEY FACTS

**Type of School:** Co-educational, boarding and day

**Age range:** 11 – 18

**Number of pupils:** Approx. 560

**Percentage of boarders:** Approx. 51%

**Percentage of international pupils:** Approx. 24%

**Fees per term:** Boarding £12,906– £16,617 and day £7,326– £8,521

**Memberships:** HMC (The Heads' Conference)  
BSA (The Boarding Schools' Association)  
ISC (Independent Schools Council)

**ISI result summary:** RHS met all the standards and regulations in the January 2025 inspection.

Read the excellent full report here:  
[royalhospitalschool.org/about/isi2025](https://royalhospitalschool.org/about/isi2025)



# THE ROYAL HOSPITAL SCHOOL



## WELCOME

Thank you for your interest in applying to work at the Royal Hospital School (RHS).

RHS is an independent co-educational boarding and day school for 11 to 18-year-olds, providing an outstanding, full and broad education enriched by a unique naval heritage. Founded in 1712 in Greenwich, London, it moved to its spectacular site, set in 200 acres of Suffolk countryside overlooking the River Stour, in 1933.

Today we place a strong emphasis on providing pupils with the knowledge and skills so they are future-proofed. We are proudly a school that seeks to understand each young person's strengths, to help them to make the right choices at the right time and ensuring their education becomes the foundation for their happiness and success.

**Our educational aims are to develop our young people as individuals who:**

- develop intellectual curiosity and academic confidence and fulfil their potential in all of their endeavours;
- are adaptable, resilient and equipped to live healthy and fulfilling lives after school;
- inspire others through a combination of leadership and teamwork;
- develop the ability to think and act creatively and imaginatively;
- are ambitious and adventurous and have a strong sense of self-awareness;
- value the benefits of service, loyalty and commitment;

- uphold the school's unique and rich heritage and contribute to the life of the school and their community;
- embrace a global outlook with a respect for individuality and difference.

However, RHS is more than just a school and we are fortunate that our campus engenders a strong sense of community with many staff and their families living onsite. This community feel is important in creating a warm and supportive environment for both the pupils that learn here, but also for the staff that work here.

From your first day at RHS you will have access to some of the best facilities in the country and will be encouraged to take part in the many activities here and to contribute to the life of a busy boarding school. You will have access to an extensive and ongoing CPD programme with opportunities to develop additional qualifications; there is also an extensive range of additional staff benefits.

Situated on a beautiful site in the Suffolk countryside, yet only 55 minutes from Central London by train, RHS is a very special place to work. We welcome applications from the creative, the passionate and the kind, and those from under represented groups, who are keen to contribute to our warm and friendly community.

I very much look forward to receiving your application.

Irfan H Latif  
Headmaster

## NAVIGATING SUCCESS

The Royal Hospital School (RHS) was founded in London in 1712 by the Royal Naval Crown charity, Greenwich Hospital, to educate the children of the Hospital's pensioners and prepare them for a life at sea. Many went on to become famous admirals, explorers and pioneers. We are immensely proud of our historic, royal and naval links, and discovery, exploration and challenge continue to shape our ethos. The traditional values of loyalty, commitment, courage, respect, service and integrity have underpinned the school's core aims and philosophy from the very beginning. Three hundred years later, they are as relevant to the education provided now as they were then.

Divisions remains one of the school's historic traditions, and pupils parade in a whole school event on a small number of occasions each year, complete with guard of honour and marching band. The sense of teamwork, camaraderie, and being part of something bigger than oneself instils feelings of pride and belonging to the whole school community.

RHS inspires pupils to have the courage to be ambitious for their futures and the commitment to pursue whichever path they choose. We challenge pupils of all academic abilities, steering them to look beyond the moment and beyond the confines of the classroom, and to approach life with an open and receptive mind. It is through thinking creatively and taking the initiative that they discover their influence, strengths and ambitions and establish the skills they need to pursue purposeful and fulfilling lives.

Everyone can achieve the most exceptional things but we are all different. That is why we focus on the individual,

getting to know every one of our pupils and finding out what motivates them, enabling us to navigate them through their critical and formative years.

It is this focus on personal challenge and individual guidance that enables pupils to develop into self-reliant, socially responsible adults with enviable open-mindedness and resilience, qualities which are so sought-after by employers and important in life.

In 2025, the school joined the Inspired Learning Group (ILG), opening a new chapter focused on long-term growth and a positive, sustainable future.



## TEACHING AND LEARNING

Pupils are not educated simply to pass exams but to enjoy the adventure of learning and to develop a lifelong appetite for knowledge. The curriculum is broad and balanced, combining the best of academic traditions with the latest subjects and technologies. Our Sixth Form curriculum includes 23 different A Levels and 3 Level 3 BTECs, allowing pupils to select a learning path that suits their interests and skill set. Our Lower School curriculum includes 'Compass' lessons: a bespoke course unique to RHS that encompasses elements of education that equip pupils for 21st century living: Personal, Social and Health education, digital literacy, critical thinking, study skills and careers.

Digital devices have been embedded in our teaching and learning since 2013 and we are committed to this approach, with every pupil and teacher now using a Microsoft Surface in classrooms and for planning. The school has consistently been recognised as a beacon for education technology having previously been an Apple Regional Training Centre, and being recognised as a member of the EdTech 50, as well as a Microsoft Showcase School in 2025.

In August 2025, the school achieved an exceptional set of A Level and BTEC results, with 46% of grades at A\*-A or Distinction\*-Distinction, 69% at A\*-B, 32% attaining the points equivalent of three A grades or better, and 86% of BTEC grades awarded at Distinction\* or Distinction.

At GCSE, the school achieved outstanding outcomes, with 34% of grades at 9-8, 56.3% at grades 9-7 (an increase of over 5%), and 97.8% at grades 9-4, alongside 7 pupils achieving all 8s and 9s, 20 pupils gaining nine subjects at grade 7 or better, and 43 pupils securing six subjects at grade 7 or better.

Pupil success comes in many forms and post-school options for the leavers of 2025 range from top UK universities to higher degree apprenticeships, to direct entry into various careers.



## CO-CURRICULAR

Great importance is placed on pupils balancing their academic work with interests and achievements outside the classroom and every child is encouraged to become fully involved in school life, to challenge themselves and to try something new. This involvement helps to produce confident, interesting, well-rounded individuals who will contribute to society in life beyond school.

Sport is a key feature of the RHS co-curricular programme, with pupils gaining success in an increasingly diverse range of sports. As well as high degrees of pupil performance in the main team sports, RHS is renowned for its sailing. All Year 7 pupils learn how to sail and our Sailing Academy attracts sailors from around the world, and consequently the school community contains many pupils who are world and national leaders in their class and age group.

The school is well-known for its musical excellence and music is embedded in the school's wider culture and ethos. Over 400 pupils learn to play at least one instrument and there is an orchestra, 80-strong chapel choir, chamber choir, ceremonial marching band, concert band, big band and numerous ensembles, including many rock and pop groups.

All teaching staff contribute to our co-curricular programme, and as a result pupils can choose from over 80 activities and clubs each week. From our strong CCF and Duke of Edinburgh's Award programmes, to cooking, climbing, music, sport, art and design, STEM and so much more, there really is something for every child (and teacher!).



## FACILITIES

Staff often remark on the enviable location and wonderful facilities available at RHS. The school was purpose-built in 1933 and its progressive design enables us to benefit from fantastic spaces, with some of the most inspiring views.

Over the last 90 years, the school has continued to invest in its infrastructure, providing modern, well-equipped classrooms alongside other impressive teaching spaces. Classrooms are all equipped with modern technology and the school recently invested in upgraded Wi-Fi, to ensure seamless digital access.

The investment in larger projects in recent years has focused on aspects that will benefit the most pupils, including our climbing wall, refurbished fitness suite and weights room, and the library, a beautiful modern study and learning space at the heart of the school.

In 2025, the school was delighted to open a brand new Sixth Form Centre, Sailing Hub and RHS Clubhouse, as well as a transformed Greenwich Hall.



## WELLBEING



As a school we prioritise the importance of wellbeing in our whole community, including that of pupils, staff and parents, and are committed to promoting and protecting positive emotional wellbeing and mental health. Our aim is to help our pupils build strong foundations that foster good wellbeing for life.

The school is fortunate to have a large and well-resourced Health staffed by registered nurses, it also accommodates a daily doctor's surgery, a dental surgery and a wide range of specialist medical services including counselling and physiotherapy.

## ENVIRONMENTAL SUSTAINABILITY



Staff and pupils actively identify and put into practice more environmentally sustainable ways of living and working, supporting and encouraging this both within and outside the school community. We have a proven track record of environmental responsibility and aim to further reduce our carbon footprint and renew our Gold Carbon Charter Award.



## PASTORAL EXCELLENCE

All staff are encouraged to take a deep personal interest in pupil welfare and understand that young people need to feel supported if they are to succeed academically and that excellent pastoral care must underpin a good academic education.

Regardless of whether pupils are day or boarding, an incredibly effective pastoral network is designed to ensure that at every stage of the RHS journey our pupils are cared for, nurtured, supported, listened to and provided with all the appropriate guidance to help them develop in confidence.

Each pupil has a personal tutor – someone who is responsible for overseeing their academic achievements and pastoral and welfare, and providing a link between teachers and parents. Where possible, tutors retain their tutor groups as their tutees proceed through the school, enabling them to forge strong relationships with their tutees and their parents.

Our house system is tailored to meet the specific needs of each age group. Pupils joining in Year 7 all enter Blake House, before progressing into our senior houses that cater for pupils in Years 8 – 12. Senior boarding houses accommodate between 55–65 girls or boys and our co-educational day houses each accommodate c. 100 pupils.

As pupils progress through the school the structures and routines in the houses change to meet the needs of the maturing young people until they reach the Sixth Form and take on positions of responsibility. In Year 13, Nelson House is regarded as the pinnacle of their time at RHS, providing a pre-university experience – not only the place to focus on A Level and BTEC study but also the perfect springboard to life beyond school.



## TEACHING AT RHS

Lessons from September 2025, run on a two-week timetable from Monday to Friday, with 80 lessons per fortnight, each lasting 45 minutes. A full-time teacher has 55 lessons per fortnight and teachers with additional responsibilities have a timetable remission for their role.

As a boarding school with over 50% of the school's population as boarders, teachers have an understanding that there is a commitment to boarding, and also to the wider curriculum. All teaching staff are expected to contribute to our supra-curricular Saturday morning programme on around 12 Saturdays, and a small number of Sundays per year. Teaching staff all contribute to the pastoral welfare of pupils, acting as personal tutors, and undertaking a weekly duty in one of our houses. Teachers also contribute to the co-curricular programme by running an activity.



# JOB DESCRIPTION

<b>VISITING MUSIC TEACHER</b>	
Reporting to	The appointed VMT is responsible to the Director of Music and ultimately to the Headmaster.
Employment status	Self-employed
Purpose and objectives of role	<ul style="list-style-type: none"> <li>• Plan, prepare and deliver inspirational lessons, according to educational need, to pupils assigned to him/her, covering repertoire, technique, scales, aural, sight-reading and theory</li> <li>• An ability to inspire and motivate students</li> <li>• Dedication to high standards in both teaching and learning</li> <li>• A willingness to look beyond traditional repertoire and methods of teaching</li> <li>• Excellent communication skills</li> <li>• Adaptability to fit teaching hours around pupil availability</li> <li>• Maintain records and assess pupils' achievements and progress</li> <li>• To write instrumental reports for parents – currently twice a year</li> <li>• Prepare pupils for external examinations if they wish to take them. (ABRSM / Trinity)</li> <li>• Administrative skills to timetable rotating pupils efficiently</li> <li>• An instrumental diploma, teaching qualification or proven teaching experience</li> </ul> <p>This list is not exhaustive and requirements may be changed or added to as determined from time to time.</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> </ol>

	<p><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’</p> <p><b>Desirable:</b></p> <p><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’</p> <p><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’</p> <p><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’</p>
<p>Personal and Professional Conduct within the role</p>	<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</li> </ol>

of the Royal Hospital School, and maintain high standards in their own attendance and punctuality.

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

Teachers are expected to:

- Set high expectations which inspire, motivate and challenge pupils
- Promote excellent progress and outcomes by pupils
- Demonstrate excellent subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a positive and safe learning environment
- Participate in departmental and academic development
- Contribute to the wider life of the School
- Support the School's values and academic and pastoral structures
- Fulfil wider professional responsibilities

# PERSON SPECIFICATION

TEACHER		
	Essential	Desirable
Education and qualifications	<ul style="list-style-type: none"> <li>• A record of good academic achievement including a degree (or equivalent) in a subject relevant to the teaching subject</li> <li>• PGCE/QTS or the ability to successfully undertake initial teacher training at RHS</li> </ul>	<ul style="list-style-type: none"> <li>• Further relevant qualifications</li> </ul>
Role delivery	<ul style="list-style-type: none"> <li>• Excellent subject teaching of main subject specialism to pupils in all relevant year groups</li> <li>• Commitment to contributing to wider academic curriculum and co-curriculum</li> <li>• Commitment to supporting pastoral welfare of pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to offer a second teaching subject</li> <li>• Ability to lead a co-curriculum specialism, outside of main teaching subject</li> </ul>
ICT, literacy and numeracy	<ul style="list-style-type: none"> <li>• Competent ICT user, with experience of using Microsoft, Google or similar products.</li> <li>• High degree of literacy and numeracy</li> <li>• Excellent oral and written English</li> </ul>	<ul style="list-style-type: none"> <li>• Highly proficient in the use of Microsoft Office products</li> <li>• Experience of using Microsoft OneNote</li> <li>• Microsoft Education qualifications or equivalent</li> </ul>
Characteristics of a teacher	<ul style="list-style-type: none"> <li>• <b>Developing and coaching others</b> 'Is the ability to assist others (pupils, peers, line reports, team members) in reaching their full potential through feedback, coaching, development, mentoring and training.'</li> <li>• <b>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>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>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>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>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> </ul>	<ul style="list-style-type: none"> <li>• <b>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>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> </ul>

Relevant experience	<ul style="list-style-type: none"> <li>• Experience of working with young people</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in a school</li> <li>• Experience of working in an independent school / boarding environment</li> </ul>
Additional requirements	<ul style="list-style-type: none"> <li>• A commitment to safeguarding and promoting the welfare of children and young people</li> <li>• Understanding of and commitment to the ethos and values of the school</li> <li>• A respect for young people, as well as adults, that is demonstrable through positive attitudes and behaviour</li> <li>• High degree of confidence, personal energy and dynamism</li> <li>• Personal warmth and the ability to develop strong, appropriate relationships with pupils, colleagues and parents</li> <li>• Exercising discretion around sensitive information</li> <li>• Excellent attendance and punctuality</li> </ul>	

# THE BENEFITS



## PENSION

Pension Scheme



## FEE REMISSION

School/Nursery fee remission subject to the normal admissions criteria (pro rata for part time staff)



## USE OF FITNESS FACILITIES

Fitness suite, 9 hole golf course, tennis courts and other sports facilities. Opportunity to engage in staff sports activities including weekly 5-a-side football, staff cricket team and staff climbing sessions.



## HEALTH PROVISION

Health plan that provides significant coverage such as optical, dental, dental accident, chiropody, therapy treatments and health club concession. Access to Doctor line from anywhere in the world, scanning such as MRI, CT and PET scan. Employees Assistance confidential helpline.



## PROFESSIONAL DEVELOPMENT

There are plenty of opportunities for staff development, including INSET.



## DEATH IN SERVICE

The school has a Death in Service benefit of 2 x basic salary.



## MEALS

Lunch provided during term time.



## CYCLE TO WORK

Access to the Cycle to Work scheme.



## COMMUNITY

You are joining a ready-made community where people are more than just colleagues. From the staff bar, The Clubhouse, to wreath making, wine tasting, quiz nights, safari suppers, and more (additional costs may apply) - this is a wonderful community to be a part of.



## WESTFIELD REWARDS

Discounts from various high street and online outlets.



## ONSITE PARKING

Free onsite parking.



## REFER A FRIEND SCHEME

Refer a friend scheme up to £750.

Full details and terms & conditions are available on request.

# HOW TO APPLY

## APPLICATION PROCEDURE

Please follow the link on our website to complete a job application form and submit a covering letter (no more than two sides of A4), including details of two referees.

Applicants should provide within their personal statement an explanation of how and where they have experience in the areas and skills listed in the person specification.

If you have any queries regarding this role, or require any assistance with the application process, please contact the HR Manager on [recruitment@royalhospitalschool.org](mailto:recruitment@royalhospitalschool.org) or 01473 326200.

The Royal Hospital School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to a DBS check and references.

**NOTE:** Although this document is designed to give a fair picture of the nature of the role and conditions of employment, it does not represent a legally binding contract. A separate contract of employment will be submitted for that purpose upon receipt of references and acceptance of a verbal offer made to the successful candidate.

