



# RUGBY SCHOOL



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Rugby School is a diverse and inclusive community. We welcome applicants from all education sectors. We aim to use collaboration, curiosity and expertise to uncover the best in every student and member of staff. Equity and service are fundamental to our practice, inextricably linked to a desire for excellence in all aspects of school life.

The recruitment and development of staff who share the School's desire to learn and improve is a key strategic objective. Consequently, we have invested much in staff development. A coaching philosophy runs throughout the School. Many staff are members of coaching groups, consisting of their peers and convened with the intention of helping all members of the group grow and develop. All new teaching staff undertake two days of coaching training before beginning teaching at Rugby. In addition, we promote professional learning through frequent whole-school INSED sessions and department meetings devoted to teaching and learning. We run in-house leadership development courses for aspiring senior and middle managers. 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. Our goal is that if colleagues choose to leave Rugby, they do so with a greatly enhanced professional skill set, ready for the next job in their career.

The Rugby Way of teaching, inspired by university seminars, is grounded in the principles that 'prep', genuine preparation for lessons, allows students time to think and understand the core and hinterland knowledge they need; that classroom culture should be collaborative and discursive; and that lessons should focus on addressing questions and problems that challenge students to think at the edge of their existing understanding. We invite our new colleagues to join us in developing this innovative approach that will make Rugby unique within the UK independent school sector.

The School is committed to its 'Whole Person, Whole Point' ethos. A rigorous academic heart forms the foundation of the education we offer. Academic standards are high. Alongside A Levels, Rugby now offers the International Baccalaureate Diploma, a world class qualification that aligns strongly with the School's commitment to provide an outstanding holistic education. In 2023 our IB Diploma points average of 38 put us among the best IB Schools in the world, while a quarter of all Grades at IB and A Level were awarded a 7 or A\*. At GCSE and IGCSE level, well over one half of grades were 9 or 8. Almost all of our students progress to good universities, with a number winning places at Oxford or Cambridge. A small, but growing cohort take up places at elite universities in the USA, Canada or Europe.

Our teaching staff are three dimensional, embracing the co-curricular and pastoral aspects of teaching at Rugby as well as the academic, where 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 breadth and excellence of our co-curriculum matches the quality of learning that takes place in the classroom. The School prides itself on its pastoral care, in which all teaching staff play an active role as tutors, coaching their tutees in weekly 1-1 meetings. 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, understand, and grow self-regulated learning and self-regulated living.

There are seven boys' 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 a Hm (Housemaster/Housemistress), assisted by tutors drawn from all teaching staff. Meals for students are taken in Houses.

The working week at Rugby is varied and exciting as well as challenging. As a full boarding school colleagues will work Monday to Saturday with occasional commitments on Sundays. A typical week will involve teaching students from across the school, with lessons finishing just after 5pm on Monday and Friday, and between 12.30 and 4pm the rest of the week. Sport is built into our Scheme of Hours, all full-time academic teaching colleagues contribute to the sports programme, and should expect to be involved in coaching sport twice each week as well as taking a team on a Saturday afternoon. Academic teachers support the operation of the boarding houses, as well as tutoring, they will have duty in a house from 6-10.30pm once a week, which colleagues find to be one of the most rewarding aspects of working at Rugby. Our lively evening programme means that our teachers will be involved in their departments, offering out of hours support or academic enrichment for around an hour each week.

Working at Rugby is well remunerated with salaries higher than the state sector equivalent. All full-time academic teaching staff benefit from accommodation provided by the school, worth between £12,000 and £30,000 p.a. The School offers subsidized private health insurance for academic teaching staff, with the option to include all immediate family members. The school age children of our staff are eligible for a 60% fee reduction at Rugby or Bilton Grange (our prep school), with further means testing depending on family circumstances. Teaching staff eat in our boarding houses during the working week and are welcome to join their house for breakfast and dinner, should they wish to. Alongside the normal opportunities for worldwide travel on school trips, we offer an exciting international exchange programme for academic teachers, as well as opportunities to visit and work in our growing Rugby Group of international schools in Thailand and Japan.



## STANLEY HOUSE

Stanley House is a sixth form girls' boarding House. It is home to 50 girls, who join the LXX new to Rugby School from a variety of different backgrounds. Stanley girls have a reputation for being motivated and ambitious. They often take leading roles in clubs, societies and sports teams. There is always strong Stanley representation on the Levée (prefect) body and the girls participate in a large number of music ensembles and plays. With only two years to make the most of all that Rugby has to offer, life in Stanley is very busy. However, visitors often comment on the House's calm and homely atmosphere. Stanley is located centrally in the School, next door to the Temple Reading Room with stunning views of the Close and Chapel.

The Hm resides in family accommodation within the House. They are supported by a resident DHm and resident and non-resident Matrons, as well as a team of tutors. The girls and House staff dine in the boarding House, which has its own catering team, managed by an external catering company, such that the House is very much the girls' home whilst they are at school.

## JOB DESCRIPTION

<b>Job Title</b>	Housemaster/ Housemistress (Hm)
<b>Department</b>	Pastoral
<b>Function</b>	Academic
<b>Reports to (Job Title)</b>	Assistant Head, Houses
<b>Location</b>	Rugby School, UK

### Job Purpose

The post holder is required to lead, organize and manage the students and staff of Stanley House. The Hm will oversee the pastoral, academic and co-curricular needs of all children in the House. The Hm is an important point of contact between the School and the parents and the Hm will be required to develop strong relations with parents.

In addition to the operational role the successful candidate is required to lead and deliver the short- and long-term strategy for the House.

The Hm of the House is a permanent member of the Hms group and as such will make a significant contribution to the pastoral and academic direction of the School.

### Academic expectations

Hms are expected to teach a reduced timetable typically around 30 periods per fortnight out of a 60 period timetable (full-time staff normally teach 42 periods).

### Hms

All Hms have a half day off duty each week and two Leaves of Absence per term, from a Saturday afternoon, after the sports commitment, until Monday breakfast. There is a Deputy Hm (DHm), who does two duty evenings a week, as well as covering the Hm's half day and Leaves of Absence. A team of tutors helps to share the evening responsibilities and the academic and pastoral care of the students. There is a full-time resident Matron and a non-resident Matron. Some secretarial support is provided to assist with administrative work.

The Hm's primary responsibility is the welfare of the students in their care. The Hm is also responsible for ensuring a safe and comfortable environment in which the students can both study and relax. Working with the 'House team' the Hm will strive to bring out the best in the students, to help them fulfil their potential in the many walks of School life.

The responsibilities below are not exhaustive but constitute the main areas of responsibility:

### Students

- To ensure that daily and weekly routines for students are clear and appropriate e.g. rising, washing, receipt of mail, chapel, lessons, break, meals, use of TV/computers/prep, bedtimes, socialising, outings and visitors.
- To communicate effectively and promptly relevant information to students.
- To monitor academic progress and set standards and targets.

- To check regularly sporting and cultural activities, encourage and whenever possible support.
- To eat on a daily basis with the students.
- To check regularly on health and happiness.
- To monitor students' bills.
- To keep records and profiles.
- To promote students' interests in the wider School
- To facilitate easy, direct and confidential access for students to the Hm.
- To make other staff aware, when appropriate, of a student's difficulties or problems.
- To work with the SMT, School's Designated Safeguarding Lead, Counsellor, Chaplain and Medical Staff as appropriate and according to School policies.
- To provide opportunities to develop confidence in working with others.
- To provide opportunities to develop confidence in taking responsibilities.
- To help students make informed academic or vocational decisions.
- To be available to write character references.
- To organise social occasions in the House or about the School with other Houses.
- To hold consultative meetings with groups of students to foster a good working atmosphere and further the development of the House e.g. food committees, House council meetings, Sixth (House Prefects) meetings, whole House meetings.
- To set standards and establish clear guidelines for the House.
- To sanction students who misbehave in a fair and consistent fashion according to School policy.
- To reward students who try hard or do well.
- To encourage and support at all times.
- To oversee the selection of House Sixth and support Levée (School prefects) applications.
- To properly induct those students with responsibilities.
- To ensure that the House is safe and secure for all the students.
- To interview and recruit prospective students for the House.

## Parents

- To be available to parents on the telephone or during visits.
- To write House reports.
- To attend student review meetings.



- To keep parents informed of their child's progress and of any problems.
- To invite parents to House events.
- To ensure that the House website is kept up to date.
- To keep parents informed through use of a variety of forms of media.
- To write and update a House handbook or brochure.
- To entertain prospective parents in the house and to conduct tours of the House and School with them as required, in liaison with the Admissions department, and write follow-up letters.
- To communicate with the Admissions department on all matters relating to admissions.
- To attend House reunions whenever possible.
- To participate in Open Days.
- To visit feeder Schools and organise House Open Days.

### **House Staff**

- To recruit the resident and non-resident Matron.
- To consult with the Deputy Head, Assistant Heads and Head Master over the on-going development of the tutor team.
- To liaise with the Estates Manager, the Contract Director (Catering), the Operations Manager and Human Resources Manager over other ancillary staff.
- To communicate effectively with the DHm and develop a strong working relationship.
- To delegate some responsibilities in an appropriate fashion to the DHm, Matrons and Tutors.
- To ensure that the Hm half-days and weekends 'off' are properly 'covered'.
- To develop a team spirit and invite House Staff (and families where appropriate) to House events.
- To communicate effectively with Tutors and ensure that expectations are clear.
- To monitor the performance of the House team and complete the yearly appraisal of these domestic staff as required.
- To ensure that arrangements are in place in the case of the Hm being ill.

### **General Administration**

- To deal with all administration relating to the running of the House.
- To liaise with the Estates Manager and conform to Children Act Provisions.
- To liaise with the Chief Operating Officer (COO) over Employment, Health and Safety Issues or finance related matters.

- To manage the House Budget.
- To liaise with the Estates Manager regarding maintenance, improvement and refurbishment, including the House grounds.
- To ensure that the House is compliant with the National Minimum Standards for Boarding (NMS) at all times.
- To produce an annual report for the Head Master.

### **Senior Management**

- To work in tandem with SMT in the delivery of agreed School policies.
- To attend Hm Administration Meetings, Discussion Meetings and 'Strategy Days'.
- To join various committees at the Head Master's request.

### **Co-Curricular**

- To contribute to the School's Sports Programme and to other co-curricular activities.

### **Management Responsibilities**

- You have line management responsibilities for the Matrons. You are responsible for the selection and appointment of Matrons.
- You are responsible for the efficient performance management of, and administration for, the Matrons, including dealing with employee relations issues, managing absences and yearly appraisals as well as ensuring compliance with all mandated safeguarding training requirements as directed by the School.
- You are responsible for guiding your tutor team in all aspects relating to the House.
- You are responsible for the annual control of budgets approved for your House.
- You are responsible for the general running and upkeep of the House and for reporting defects (including those relating to health and safety) to the Estates Manager.
- You are responsible for ensuring that all members of your House are familiar with the arrangements for preventing the outbreak of fire, for carrying out termly fire practices and for the regular testing of fire alarms. You are also required, with the assistance of the Security Manager, to take reasonable care to ensure the security of House staff, students and visitors and of their personal effects.
- You are to support the Commercial Manager of Rugby School Enterprises Ltd. in their role, which includes the letting of appropriate School accommodation during the School holidays.
- At the time of your appointment, the School has an exclusive contract with an external catering company for the provision of all catering services in your House. The quality of the

food, the efficient management of the catering staff and the meeting of catering budgets is, in the first instance, the responsibility of the Contract Director (who reports to the Chief Operating Officer (COO)) through their appointed staff. However, the School recognises the importance to the welfare of the House of all of these matters. It is therefore expected that you will have regular liaison meetings with the House Catering Manager and/or the Contract Director (as appropriate), and that you may bring any issues that cannot be resolved by such liaison to the attention of the Chief Operating Officer (COO).

### **Safeguarding, child protection, discipline, health and safety**

- Promote and safeguard the welfare of children and young persons.
- Maintain good order and discipline among the students 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.
- Ensure your house staff have received the appropriate Safeguarding Training as mandated by the School.

### **Flexibility**

- You may be required to undertake such other reasonable duties from time to time as the School may reasonably require.

## **TEACHER PROFESSIONAL DUTIES**

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

### **Child protection, discipline, health and safety**

- Safeguard and promote the welfare of all the children and young people at Rugby School.
- Maintain good order and discipline among the students 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.

### **Teaching**

- Plan, prepare and teach well-structured lessons.
- Teach, according to their educational need, the students assigned; setting and marking work, including examinations.

- Adapt teaching to respond to the strengths and needs of all students, knowing when to differentiate appropriately.
- Assess, record and report on the development, progress and attainment of students.
- Set high expectations which inspire, motivate and challenge students.
- Promote the general progress and wellbeing of individual students and of any class or group of students assigned.
- Manage student behaviour effectively to ensure a good and safe learning environment.
- Demonstrate good understanding of a range of specific learning difficulties.
- Communicate and consult effectively with the parents of students.
- Communicate and co-operate with persons or bodies outside the School.
- Participate in meetings arranged for any of the purposes described above.
- Collaborate and co-operate with other teachers on the ongoing preparation and development of best teaching practice and an exciting and engaging curriculum.
- When required, to support students completing Extended Essays (EE) for the IB Diploma or Extended Project Qualifications (EPQ).

### **Assessment and reports**

- Assist in the screening of new students.
- Make accurate and productive use of assessment, providing or contributing oral and written assessments, reports and references relating to individual students and groups of students.
- Use relevant data to monitor, progress, set targets and plan subsequent lessons.
- Give students 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.
- Develop and maintain a deliberate approach to teaching pedagogy.
- 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 students assigned in a Day/Boarding House.
- Accompany students on trips away from the School.
- Attend assemblies and chapel services as necessary, register students and supervise students outside the classroom, whether these duties are to be performed before, during or after School sessions.
- Engage in existing partnership opportunities on a local and national level and support colleagues in setting up new partnerships work.

### **Public examinations**

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

### **Co-curricular**

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

### **Equality and diversity**

- Acting in accordance with Rugby School's equality and diversity 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 worth between £12,000 and £30,000 p.a.
- There is a flexible defined contribution Pension Scheme available for teachers.
- Teachers and their immediate family are able to opt into a private health care scheme.
- Staff children who meet the entrance requirements for Bilton Grange and/or Rugby School are eligible for generous fee remissions, potentially covering education from 2 ½ to 18.
- All full-time teaching staff at Rugby are issued with a computer for lesson preparation, teaching and administration.
- 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 staff family members may also join.



## PERSON SPECIFICATION

	Essential	Desirable	Method of assessment
<b>Qualifications</b>	A university graduate with a good honours degree.	A Masters or further degree.	<ul style="list-style-type: none"> <li>• Production of the applicant's certificates.</li> <li>• Discussion at interview.</li> <li>• Independent verification of qualifications.</li> </ul>
<b>Experience</b>		Experience of working with young people.	<ul style="list-style-type: none"> <li>• Contents of the application form.</li> <li>• Interview.</li> <li>• Professional references.</li> </ul>
<b>Skills</b>	<p>Ability to organise own workload, prioritise and meet deadlines.</p> <p>Ability to work on own initiative, and as part of a team.</p> <p>Ability to communicate effectively with students, staff, and leadership.</p> <p>Excellent interpersonal, written and oral skills.</p> <p>Ability to maintain appropriate constructive relationships when dealing with students.</p>	Highly developed IT skills and a willingness to keep up to date with new technologies.	<ul style="list-style-type: none"> <li>• Contents of the application form.</li> <li>• Interview.</li> <li>• Professional references.</li> </ul>
<b>Knowledge</b>	<p>Excellent subject knowledge</p> <p>Current knowledge of educational change and issues.</p>		<ul style="list-style-type: none"> <li>• Contents of the application form.</li> <li>• Interview.</li> <li>• Professional references.</li> </ul>
<b>Personal competencies and qualities</b>	<p>A commitment to safeguarding children.</p> <p>Determined and driven.</p>		<ul style="list-style-type: none"> <li>• Contents of the application form.</li> <li>• Interview.</li> <li>• Professional references.</li> </ul>



	<p>Motivation to work with children and young people.</p> <p>Ability to form and maintain appropriate relationships and professional boundaries with children, young people and staff.</p> <p>Creative and imaginative.</p> <p>Committed to on-going CPD.</p> <p>Determined to grow and develop as an individual.</p> <p>Willingness to embrace a coaching philosophy in all aspects of school life.</p>		
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[www.rugbyschool.co.uk](http://www.rugbyschool.co.uk)