



ROYAL
HOSPITAL
SCHOOL



RECRUITMENT PACK FOR THE ROLE OF
LIBRARIAN

REQUIRED FROM SEPTEMBER 2023

EMPLOYMENT STATUS	Permanent
SALARY	Circa £23K-£25K pa (working 37.5 hours per week/35 weeks per year)
CLOSING DATE FOR APPLICATIONS	16:00 on Wednesday 8 March 2023
INTERVIEW DATE(S)	Interview date to be confirmed



KEY FACTS

Type of School: Co-educational, boarding and day

Age range: 11 – 18

Number of pupils: Approx. 700

Percentage of boarders: Approx. 55%

Percentage of international students: Approx. 20%

Fees per term: Boarding £9,737 – £12,538 and day £6,069– £6,751

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

ISI result summary: November 2021 Inspection gave the school the highest rating of 'Excellent' in both categories of the EQI, and the school was fully compliant. You can read the report here: royalhospitalschool.org/about/inspection2021



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 an hour from Central London by train, RHS is a very special place to work. We welcome applications from the creative, passionate and kind and those who are keen to contribute to our community.

I very much look forward to receiving your application.



Simon Lockyer
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. The school is still owned by Greenwich Hospital, whose sole Trustee is the Secretary of State for Defence on behalf of the Crown. 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.

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.



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.



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 three Level 3 BTECs sitting comfortably alongside 24 different A Levels, 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 in 2019-20 and 2021-22.

In August 2022, the school achieved a strong set of results at A Level, BTEC and GCSE. 97% of pupils achieved grades 9 - 4 at GCSE with 46% graded at 9 - 7. At A Level, 42% of pupils gained A* - A (or Distinction* - Distinction) and 89% of pupils achieved A* - C (or Distinction* - Merit). Pupil success comes in many forms and post-school options for the leavers of 2022 range from studying at Oxbridge to higher degree apprenticeships to direct entry into the armed forces.



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 light and 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 for pupils and teachers in and out of lessons.

The investment in larger projects in recent years has focused on aspects that will benefit the most pupils: our indoor sports facilities, including a new climbing wall, refurbished fitness suite and weights room; the library, a beautiful modern study and learning space at the heart of the school; and a new social hub for the entire community.



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 Centre that operates 24/7. Fully 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 75-85 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.



TEACHING AT RHS

The school timetable is currently designed on a two-week timetable, with 66 lessons per fortnight, each lasting 55 minutes. There are six lessons each day from Monday to Friday, and three lessons on a Saturday morning. A full-time teacher has 46 lessons per fortnight and teachers with additional responsibilities have a further 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 can expect to work on Saturdays during term time and a small number of Sundays throughout the 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

School Librarian	
Salary band	Circa £23,000 - £25,000 per annum (for working 37.5 hours per week / 35 weeks per year, inclusive of holiday pay)
Department / reporting to	Director of Learning
Hours per week / weeks per year	37.5 hours per week / 35 weeks per year (term time plus 2 weeks). Working hours are from 08:30 to 17:00 Monday to Friday (1 hour unpaid lunchbreak). Some degree of flexibility may be required to support or host library-based school events, which may involve occasional Saturday working hours if necessary.
Employment status	Permanent / 37.5 hours per week / 35 weeks per year (term time plus 2 weeks).
Purpose and objectives of role	To manage the library to support and enrich teaching and learning by enabling pupils to access a broad range of learning resources. To develop learning and information handling skills. Promoting literacy, reading for pleasure and independent learning.
Key areas of responsibility, tasks, and duties	<p>Running of the Library and Resources</p> <ul style="list-style-type: none"> • To be responsible for the development, management and promotion of the library; • To manage and maintain control of the library's stock and resources, suggesting alternatives as necessary; • To ensure that a record is maintained of books on loan and that all damaged books are repaired and billed for as necessary; • To liaise with staff through attendance at relevant meetings, INSET, induction and on an individual basis to develop provision and effective use of the library across the curriculum; • To ensure a high standard of display and promotional material, to promote an environment conducive to learning; • To be responsible for the management and safety of pupils and their learning experiences whilst in the library; • To supervise pupils visiting the library during and outside of lesson time and to create and ensure the library is a place for purposeful study, reflection and reading; • To supervise, direct and train volunteer pupil assistants on the Library Committee; • To be responsible for the library budget in line with guidance from the Director of Finance; • To create and implement school library policies and procedures; • To ensure that copyright is observed and that appropriate licenses are in place. <p>Supporting Teaching and Learning Within the School</p> <ul style="list-style-type: none"> • To develop reading for pleasure initiatives to promote a reading culture; • To work in collaboration with the Learning Support and EAL (English as an Additional Language) departments to support reading for those who need the most support; • To liaise with the Director of Learning and Head of English in ensuring that literacy is embraced by all subject disciplines in line with the School's literacy strategy;

JOB DESCRIPTION

	<ul style="list-style-type: none"> • To ensure that staff and pupils have access to a broad range of reading material, reference materials, research tools and information services to support teaching and learning and facilitate independent learning; • To help promote e-learning with the Director of Digital Learning; • To liaise with the Director Learning in the planning, development and delivery of study skills resources to equip pupils to make effective use of the resources available, including academic honesty; • To run induction sessions for new pupils on how to access resources in the library; <p>Supporting the Wider Life of the School</p> <ul style="list-style-type: none"> • To promote reading via liaison with outside agencies, visiting writers, poets, speakers and journalists, ensuring that pupils are exposed to as rich a variety of experiences as possible; • Organise and promote opportunities for the library to be an academic and co-curricular hub, through games, competitions, academic and social events; • To support elements of the co-curricular programme which make use of the library, such as debating, MUN and the scholars' programme; • To produce regular reports, publications, publicity and newsletter items to keep staff, pupils, parents and the wider RHS community aware of relevant library and literary developments;
Benefits	<ul style="list-style-type: none"> • A matched contributory pension scheme • Generous subsidy of school fees for children of staff, subject to the normal admissions criteria (pro rata for part time staff) • Lunch provided during term times and when available during school holidays • Death in service scheme of 3 times basic salary • Employee Assistance Confidential Helpline • Cycle to work scheme • Staff social, sports and music clubs (additional costs may apply) • Use of school facilities, including a swimming pool, gym, tennis and squash courts, a golf course <p>Full details and terms and conditions available on request.</p>

PERSON SPECIFICATION

The successful candidate will be able to demonstrate creativity and enthusiasm for the sector and will show a passion for the education of young people. He or she will understand our stakeholders and sympathy and commitment to our heritage and individuality.

School Librarian

Essential Qualities

- Graduate or equivalent with successful experience of having worked in a library or learning resource centre;
- Highly professional with outstanding organisational and administrative competence in the use of databases and the Microsoft Office suite of programmes;
- Good communication skills, both verbal and written, with an eye for attention to detail;
- The ability to work well and flexibly;
- Strong interpersonal skills with the ability to form relationships with pupils, teaching and support staff, prospective parents, and other stakeholders;
- The ability to use initiative and prioritise workload;
- The ability and desire to work with young people to motivate, develop research and independent learning skills;

Desirable Qualities

- Knowledge of current education and professional developments;
- Ability to empathise with and provide for the needs of a diverse learning community to generate interest in reading;
- A good understanding of copyright legislation;
- A commitment to professional and personal development.

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 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.

“ The school realises its aim to enable pupils to grow into the person they wish to become, fulfilling their potential and leaving very well prepared for life.”

ISI SCHOOLS
INSPECTORATE (ISI) 2021

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.



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