



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 INSET 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. Our IB, A Level and I/GCSE results are consistently excellent. 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 subsidised 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 substantial fee reduction at Rugby or Bilton Grange (our prep school), subject to meeting the necessary entrance requirements. 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, Japan and Nigeria.



THE POLITICS DEPARTMENT

Politics is a popular IB Diploma and A-Level choice at Rugby School. The Department currently teaches approximately 100 students in both the LXX (Lower Sixth) and XX (Upper Sixth) years. In September 2021 our first set begin their study of Global Politics as part of the International Baccalaureate Diploma. Class sizes vary between 6 and 16 students. We currently follow the Edexcel Politics specifications as two-year linear A-Level American option. The Department enjoys considerable academic success, achieving 86% A*- B-grades on average. A sizeable number of our students choose to read Politics or International Relations degrees at the top universities.

The Department offers a wide range of co-curricular activities including Oxbridge preparation. We believe that sharing our enthusiasm for Politics, domestic and global, is a fundamental part of our role in the School and we do all that we can to inspire our students to read widely and independently research topics of interest. A sizeable number of students enter national essay competitions including those offered by Oxbridge colleges. The vibrant Tawney Politics Society administers the running of a Rugby Parliament which is located in a purpose-built debating chamber modelled on the House of Commons. Visiting speakers address the Society on a termly basis. Equally, the Model United Nations society activities are run predominately by politics students and staff and at least one conference is attended by students.

Educational visits are offered, include annual visits to the Palace of Westminster and periodically to Washington DC and New York.

The Department is based in the Collingwood Centre, located on a 3.5 acre site at the southern end of the campus, which is also home to Philosophy, Economics, Business, PE and Higher Education Departments. Originally an 1850s Roman Catholic Seminary the Collingwood Centre was acquired, remodelled and refurbished by Rugby School in 2011 and has retained much of its character with gothic leaded-light windows, part-panelled walls and high ceilings throughout making it an exceptionally attractive place in which to teach and learn.

Each generously proportioned classroom is fully equipped with an interactive white board, a desk-top computer and a fast and reliable internet connection. The Department has its own comfortable staff room with kitchen facilities and high-capacity photocopier/printer. In addition to the well-stocked and up to date School Library the Department has its own substantial bank of resources.

JOB DESCRIPTION

Job Title	Trainee Teacher of Politics
Department	Politics
Function	Academic
Reports to (Job Title)	Head of Politics
Location	Rugby School, UK

JOB PURPOSE

We are seeking a talented graduate to teach A level and IB Diploma Politics to the Upper School. This is a two-year fixed-term post. In the first year the successful candidate will benefit from high quality training so that after two years they are established as a highly capable and experienced Teacher of Politics with a track record of working at an excellent independent school. In the first year they will teach a significantly reduced timetable and will receive training at Rugby School. In the second year they will continue to teach on a reduced timetable while also completing an IPGCE with an external teacher training provider. The School will fund and support this training.

KEY RESPONSIBILITIES/ACCOUNTABILITIES:

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. Accommodation for this post is a one bedroom flat or similar.
- There is generous and 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
Qualifications	A university graduate with a good honours degree.	A Masters or further degree.	<ul style="list-style-type: none"> • Production of the applicant's certificates. • Discussion at interview. • Independent verification of qualifications.
Experience		Experience of working with young people.	<ul style="list-style-type: none"> • Contents of the application form. • Interview. • Professional references.
Skills	<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"> • Contents of the application form. • Interview. • Professional references.
Knowledge	<p>Excellent subject knowledge</p> <p>Current knowledge of educational change and issues.</p>		<ul style="list-style-type: none"> • Contents of the application form. • Interview. • Professional references.
Personal competencies and qualities	<p>A commitment to safeguarding children.</p> <p>Determined and driven.</p>		<ul style="list-style-type: none"> • Contents of the application form. • Interview. • Professional references.

	<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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