



ROYAL
HOSPITAL
SCHOOL



RECRUITMENT PACK FOR THE ROLE OF **CHAPLAIN**

REQUIRED AS SOON AS POSSIBLE

EMPLOYMENT STATUS	Full Time Permanent
SALARY	RHS Own Salary Scale
CLOSING DATE FOR APPLICATIONS	09:00 on Tuesday 27 August 2024
INTERVIEW DATE(S)	W/C 2 September 2024



Type of School: Co-educational, boarding and day

Age range: 11 – 18

Number of pupils: Approx. 620

Percentage of boarders: Approx. 54%

Percentage of international students: Approx. 17%

Fees per term: Boarding £10,692 – £13,767 and day £6,373– £7,413

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.

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.



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 2023, the school achieved a strong set of results at A Level and BTEC. 37% of grades were A* or A (or Distinction* and Distinction), and over 60% of grades were A to B. At GCSE, 91% of grades were 9 - 4 with 35% of grades at 9 - 7. Pupil success comes in many forms and post-school options for the leavers of 2023 range from top UK universities 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.



THE ROLE

The role of Chaplain at the Royal Hospital School is an excellent opportunity for an ordained minister of the Church of England who would relish the opportunity of ministering to a diverse school community of staff and pupils as well as the wider community of parents and alumni.

This will mean a strong pastoral commitment to the pupils and staff, alongside a desire to support the spiritual needs of all members of the community as well as those who profess the Christian faith. As such, candidates for this post will be comfortable working in an academic environment that is not overtly Christian in character but which, nevertheless, will benefit from a strong, visible and supportive Christian presence. The School has a long tradition of Christian worship and a large chapel (capacity of 1200) where all pupils come together at least twice a week, in addition to regular services on Sundays.

The Chaplain reports to the Headmaster and supports him in setting the spiritual and ethical tone for the school. Twice-weekly chapel services mainly include an address from the Chaplain as well as frequently incorporating contributions from pupils and staff. The history and character of the school requires that the Chaplain makes the role relevant to the lives of all pupils and staff in a way that transcends religious affiliation. This is accomplished by seeking to connect with all pupils and staff on a pastoral level. The role of Chaplain is built from the ground upwards in this school and does not rely on tradition or status.

Whole school charity fundraising is coordinated by the Chaplain who works with pupils, the Philanthropy Society and other members of staff to organise and hold charitable events in order to raise funds.

The Chaplain also sits on the pupil welfare committee and helps support the Designated Safeguarding Leads in relation to pupils with various pastoral needs. Candidates for the post must feel comfortable with this dimension of the work.

Committing to the wider life of the school, either as a teacher or in some other capacity, is considered an essential component of the role of Chaplain at RHS. This involvement means that the Chaplain is firmly integrated into the working life of the school and is aware of what daily life entails for pupils and staff.

Lastly, the role of Chaplain is one that involves nurturing and encouraging both staff and pupils in a busy and energetic boarding environment. This post is suitable for a candidate who will use their gifts and skills to help create a spiritual environment based on the importance of relationships and care for one another. It is a role that calls for skill, creativity and flexibility. It is a busy, highly relevant role and one that offers amazing satisfaction and an opportunity to put faith into action in a flourishing school.

The post is open to full-time and part-time applicants, although the successful candidate will be expected to contribute willingly to the wider life of the school. Experience as a teacher or work in an educational setting is desirable but not essential. Candidates must be able to demonstrate a successful track record in ordained Anglican ministry and have a strong record of professional and personal development, perhaps including counselling qualifications.

KEY AREAS OF RESPONSIBILITY, TASKS AND DUTIES

- Oversee the daily life of Chapel and organise all services.
- Act as a key figure in pastoral care within the school, as a listening ear and spiritual and moral support to pupils, staff and members of the wider RHS community. The postholder should be an accessible member of the school community and be available to support members of staff as well as pupils.
- Organise the termly preaching rota for Chapel services.
- Arrange and lead annual set-piece services to the highest of standards including Harvest, Founders' Day, Remembrance, Leavers' and the end of year Commemoration Service etc, liaising closely with the Director of Music in the coordination/management of these important events.
- Work with the Director of Music to ensure the highest of musical standards in the life of the Chapel with a vibrant and dynamic mix of music and liturgy encouraged.



- Provide support for all choir activities both at RHS and in other venues.
- Nurture the spiritual lives of pupils through support and oversight of all voluntary Christian activity at the school: e.g. confirmation, voluntary services, the selection and training of the Sacristans, Christian forum, bible studies, talks etc.
- Provide appropriate support for the Alumni and Community Relations team in arranging services for reunions and special events. In addition, provide support for the wider RHS community in terms of weddings, baptisms, funerals, memorials etc.
- Represent RHS at certain services or events, including occasional preaching in other schools.
- Make provision for pupils from different faith groups (e.g. the keeping of Ramadan and support for Roman Catholic pupils to attend mass on Sundays).
- Play an active role within the pastoral team. The Chaplain is a key adviser to the Deputy Head (Pastoral), Heads of Year and Senior House Staff.
- Attend and contribute to the Pupil Welfare Committee meetings and Steering Group.
- Be available to offer 1:1 advice and additional pastoral support to pupils.
- Be responsible for leading whole-school charity fundraising and for managing the Philanthropy Society, and coordinating the House Charities, led by the Heads of Houses, as part of the overall Charity Programme
- Meet the relevant Health & Safety requirements and undertake any further tasks as directed by the Headmaster.
- Perform other relevant duties as required by the school.
- Meet regularly with the Headmaster to discuss the welfare of the community, upcoming events as well as providing a sounding board as required.
- Contribute to the academic life of the school through teaching of RSE or other subject is desirable. (QTS is not essential but is preferable).



SAFEGUARDING

- Adhere to school policy on safeguarding and updating training as required.
- Ensure the safeguarding and well-being of children and young people at the School in accordance with school policies.

JOB DESCRIPTION

TEACHER	
Reporting to	Head of Department for teaching Head of Year for tutoring Senior House Staff for house duties
Important Information	The Royal Hospital School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.
Purpose and objectives of role	<p>Teachers at the Royal Hospital School provide outstanding academic education and pastoral care to pupils at the school.</p> <p>Teachers teach their subject(s) with a passion and enthusiasm that inspires pupils of all ages and abilities to develop a love of learning and reach their academic potential. Teachers plan and deliver varied and interesting lessons and provide pupils with high quality feedback, enabling pupils to develop the knowledge, attributes and skills that prepare them to be successful beyond school.</p> <p>Teachers act as tutors and mentors and all teachers contribute to the pastoral house system, supporting pupils in their personal development and ensuring their welfare.</p> <p>Teachers contribute to the wider life of the school including the academic super-curriculum and/or the co-curriculum, ensuring pupils can find their passions and develop knowledge and skills beyond the traditional curriculum.</p>
Academic Expectations	<p>All teachers at the Royal Hospital School adhere to the Government's Teachers' Standards, which can be found here: Teachers' standards - GOV.UK (www.gov.uk)</p> <p>In summary, teachers:</p> <ul style="list-style-type: none"> ● 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 ● Provide effective feedback and report on pupil attainment and progress ● Participate in personal, departmental and academic development ● Contribute to the wider life of the school and fulfil wider professional responsibilities ● Support the school's values and academic and pastoral structures <p>In addition to being responsible for the delivery of outstanding education within the classroom, teachers are also tutors, working with Heads of Year, Senior House Staff and parents to provide support and guidance for pupils' academic and pastoral needs.</p>

<p>Wider Expectations</p>	<p>The Royal Hospital School is a boarding school that is renowned for providing a broad range of activities and opportunities to its pupils. Teachers understand that there will be a commitment to boarding and a contribution to the wider curriculum.</p> <p>The school has a six-day week, with academic lessons on a Saturday morning and a full and varied programme of sports and activities on a Saturday afternoon.</p> <p>All teachers contribute to the wider academic curriculum and/or co-curriculum, for example through running a weekly activity or a sports team. Teachers contribute on a Saturday afternoon either through running a team or by supporting the Saturday programme of activities, and teachers contribute to the Sunday programme by running trips or attending events on a small number of Sundays across the year.</p> <p>All teachers are involved in the pastoral house system, and undertake duties in a day or boarding house. In addition, teachers contribute to the smooth operation of the school through undertaking supervisory duties. Further details and specific tasks such as house duties, Library or Dining Hall duty etc. are covered in the Royal Hospital School's Staff Handbook.</p> <p>The expectations of part time staff are adjusted in proportion to their teaching load.</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"> 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 2. Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions 3. Showing tolerance of and respect for the rights of others 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 5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. <p>Teachers must have proper and professional regard for the ethos, policies and practices 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 frameworks which set out their professional duties and responsibilities.</p>

PERSON SPECIFICATION

The person specification highlights the skills, experience and qualifications that are required for this role. If you feel that although you do not meet all of these requirements you would still perform well in the role, we encourage your application.

CHAPLAIN		
	Essential	Desirable
Experience and qualifications	<ul style="list-style-type: none"> • An ordained minister of the Church of England • A good bachelor's degree 	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) is desirable, but not essential • An excellent record as a teacher • A record of continuous professional development • An affinity with the maritime heritage and traditions of the school
Knowledge	<ul style="list-style-type: none"> • An outstanding track record in education or in the clergy • A holistic view of education that encompasses spiritual, academic, pastoral and co-curricular elements • Understanding of role in the context of safeguarding children 	
Personal skills	<ul style="list-style-type: none"> • Natural leadership qualities, combining humility with a sense of credibility and presence • A mature commitment to the Christian faith • Sympathetic to and supportive of staff and pupils of all faiths and none • Capacity for hard work and handling stressful situations with energy, enthusiasm and a positive outlook • The ability to motivate and inspire; an articulate and inspirational preacher • A tactful and effective communicator in all situations • A team player with an ability to develop and to sustain relationships and empower others • The wisdom and ability to resolve complex problems • A capacity to initiate and manage change with flair and creativity • Integrity, reliability and a commitment to honesty and fairness • Cheerful, kind and warm, with a good sense of humour and fun • Committed to supporting and safeguarding young people and adults 	

PERSON SPECIFICATION

TEACHER		
	Essential	Desirable
Education and qualifications	<ul style="list-style-type: none"> • A record of good academic achievement including a degree (or equivalent) in a subject relevant to the teaching subject • PGCE/QTS or the ability to successfully undertake initial teacher training at RHS 	<ul style="list-style-type: none"> • Further relevant qualifications
Role delivery	<ul style="list-style-type: none"> • Excellent subject teaching of main subject specialism to pupils in all relevant year groups • Commitment to contributing to wider academic curriculum and co-curriculum • Commitment to supporting pastoral welfare of pupils 	<ul style="list-style-type: none"> • Ability to offer a second teaching subject • Ability to lead a co-curriculum specialism, outside of main teaching subject
ICT, literacy and numeracy	<ul style="list-style-type: none"> • Competent ICT user, with experience of using Microsoft, Google or similar products. • High degree of literacy and numeracy • Excellent oral and written English 	<ul style="list-style-type: none"> • Highly proficient in the use of Microsoft Office products • Experience of using Microsoft OneNote • Microsoft Education qualifications or equivalent
Characteristics of a teacher	<ul style="list-style-type: none"> • Developing and coaching others 'Is the ability to assist others (pupils, peers, line reports, team members) in reaching their full potential through feedback, coaching, development, mentoring and training.' • Results orientation 'Is the tendency to set high goals for self and others, focusing on the delivery of targets, quality and deadlines' • Creativity and innovation 'Is the ability to adapt or generate imaginative and innovative ideas and a willingness to challenge assumptions and offer alternative approaches' • Teamwork '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.' • Technical expertise and personal professional development '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.' • Planning and organising 'Is the ability to develop clear, efficient and logical approaches to work and to use time effectively to achieve outcomes' 	<ul style="list-style-type: none"> • Controlling quality and standards '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' • Problem solving and initiative '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'

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

THE BENEFITS



PENSION

Generous pension scheme.



FEE REMISSION

Generous fee remission, subject to the normal admissions criteria (pro rata for part-time staff).



ON-SITE SUBSIDISED ACCOMMODATION

The school has over 90 staff properties ranging from bedrooms within communal accommodation to 2, 3, 4 & 5-bedroom houses, which are available at a subsidised rent, subject to the nature of your role and availability.



HEALTH PROVISION

Opportunity to join BUPA scheme through the school. There is an NHS dentist on site. Annual flu vaccinations are organised by the Health Centre staff each year. You will also have access to an Employee Assistance confidential helpline.



USE OF FITNESS FACILITIES

Fitness suite, swimming pool, 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.



PROFESSIONAL DEVELOPMENT

There are lots of opportunities for staff development, from regular INSET and CPD, to the school making a financial contribution to extended study such as a master's degree.



EXTENDED HOLIDAYS

There are 33 weeks of term time, plus time for INSET. This means that teaching staff benefit from extended holidays compared to state education.



MEALS

3-course lunch from Monday to Saturday and an evening meal on duty evenings.



CYCLE TO WORK

Access to the Cycle to Work scheme.



COMMUNITY

With a large proportion of teaching staff living on-site, you are joining a ready-made community where people are more than just colleagues. From the staff bar, open on a Friday evening, to events arranged by Common Room members such as yoga, ballroom dancing, wreath making, wine tasting, safari suppers, and more (additional costs may apply) - this is a wonderful community to be a part of.

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 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

“ 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.

