



# Royal Grammar School Guildford Muscat

## Making the Right Choice: Information for Applicants

## Introduction to Royal Grammar School Guildford, Muscat (RGSG Muscat)

**Making the right career choice** for you and your new school is very important. Recruitment in international schools is not simply about finding the right location: it is about great schools and great teachers finding a mutual passion, a common purpose and shared values.

**RGSG Muscat is committed** to recruiting and developing excellent educators, leaders and administrators from around the world to form a dynamic and highly motivated team to become part of a community of learners that has at its core the RGSG Muscat purpose and values that shape our behaviour, inform our decision-making and provide a shared focus for our entire community.

**RGSG Muscat is innovative** in its approach to learning and takes pride in its sense of community and for the professional opportunities that we provide for our staff. Our special corner of the Middle East is famous for its commitment to, and investment in education, as well as its diverse cultural opportunities. Oman is renowned for its friendly and welcoming people, its safe, high-quality lifestyle, and is a vibrant place for individuals and families to enjoy life and work.

### Staffing and Recruitment Aims

Our staffing and recruitment aims are:

- to recruit, employ and retain high quality staff to ensure the highest standards of student learning and achievement
- to build effective teams to nurture high quality learning, decision-making and communication
- to recruit staff with a diverse backgrounds to match our student body and our commitment to justice, equity, diversity and inclusion
- to offer opportunities for staff professional learning that: encourage reflection; build on staff strengths; improve competencies; nurture quality outcomes; identify areas for professional growth; and consequently, lead to improved student learning and achievement
- to remunerate staff well and reward excellence, expertise, effort and contributions
- to maintain a salary and benefits structure that is commensurate with staff professional characteristics and growth, and is appropriate to the school's staffing strategy, and to seek to improve this constantly
- to assign staff according to their talents and passions, and the learning and teaching needs of the students
- to ensure that the RGSG Muscat purpose and values are evident in all that we do

We seek people that:

- are motivated by our passion, values and purpose
- truly care about the academic, social and emotional learning and growth of students
- believe in continuous professional learning
- recognise education as a partnership with parents
- possess personal and professional characteristics that are aligned with our purpose and values, and with the context of Oman as an Arab and Muslim country

**RGSG Muscat aims** to have a culturally diverse, well-qualified, committed, and experienced staff from across the globe. We expect staff to be holders of an appropriate university degree, to possess a teaching qualification and have relevant international teaching experience. In the languages departments, we recruit native speakers of the particular language who are also conversant in English.

With our unique blend of British and Middle Eastern culture and curriculum, staff face a very special and fascinating set of challenges because, as a pioneering team, they have the responsibility for laying the foundations for the school's successful future. We are therefore looking for staff who are willing to enter fully into this start-up adventure with vision, commitment, enthusiasm and, perhaps most importantly, a sense of humour.

## Background

The Royal Grammar School Guildford (RGSG) is proud to bring over 500 years of tradition, heritage and academic excellence in England, to the local and international communities of Oman. RGSG provides an outstanding British education based upon traditional values of decency and respect, supported by exceptional pastoral care and a wide range of extra-curricular opportunities.

Since 2008, the Sama Educational Company (Sama) has offered a top-quality education to the local and international communities in Kuwait. With five schools, five nurseries and a learning institute across Kuwait, our enduring commitment is to the development of excellent learning and teaching in line with our mission, beliefs and educational principles that nurture character, academic rigour and committed global citizens.

RGSG have combined their experience and expertise with Sama to develop the Royal Grammar School Guildford, Muscat (RGSG Muscat) with an innovative approach to learning that develops every aspect of the character and talents of each individual student, at each stage of their growth, using the expertise of our leaders and educators, first-class facilities, rich educational resources, cutting-edge technology, and specially designed school environments.

Very importantly, we ensure that RGSG Muscat is a learning environment in which the cultural values of Oman are valued and practiced, and which play a prominent role in our learning and teaching.

**In September 2023, RGSG Muscat will welcome students from KG1 (age 3 years) to Year 5 (age 9/10 years).**

## Collaborative network

RGSG Muscat will become a member of a powerful, innovative, and collaborative network of Sama and RGS schools. Our new school will benefit from the expertise of the other Sama Schools in Kuwait, especially Kuwait English School (KES); RGSG schools, especially those in Qatar and Dubai; and the Sama partner school in Riyadh, Aldenham Prep School.

The Sama network of schools have excelled in providing an outstanding British education to families across the Arabian Gulf. We are proud to be bringing the same quality of education to Oman, supported by strong and innovative links across our network. Such links across cultures and countries are extremely important in preparing our students and staff for the global and interconnected world they inhabit.

## A school with a growth mindset

RGSG Muscat will be a wonderful place for learning, innovation and creativity. We will provide a rigorous, multilingual and balanced education, whose quality is recognised both nationally and internationally. We aim to develop rounded individuals who are excellent communicators, with an international perspective that will enable them to face the challenges of the 21<sup>st</sup> century. We will nurture a genuine student-driven learning community in an environment conducive to learning, wellbeing, and principled action.

## Purpose

*We aim to become the school of choice for the compassionate and ethical leaders of tomorrow, who have the will to act for collective wellbeing and sustainable development.*

*We offer a challenging, holistic British curriculum, to the local and international communities in Oman, with unique elements that nurture each student's individual passions and talents, allowing them to realise their aspirations and dreams, and to become productive global citizens who actively contribute to the communities where they live, study and work.*

## Values

We realise our purpose through nurturing our values across our entire community.

<p><b>Inclusivity</b></p> <p>We are loyal to the founding principles of RGS Guildford to educate bright Omani and international students irrespective of background or financial circumstances, and we inherently believe in establishing a culture of diversity and acceptance, and in educating our students in a welcoming, understanding community, in which each individual is valued and enjoys a deep sense of belonging.</p>	<p><b>Scholarship</b></p> <p>We encourage the growth of intellectual curiosity, independence, creativity, innovation and habits of learning within a stimulating, challenging and supportive community, through inspirational educators who provoke and stretch students, and promote a lifelong spirit of inquiry, investigation, exploration and achievement.</p>
<p><b>Integrity</b></p> <p>We promote the development of self-discipline, responsibility, spirituality and a personal moral code, enabling students to make informed and wise choices. We cultivate an ethos where enduring qualities of decency, honesty, courtesy, humility and good humour are celebrated.</p>	<p><b>Respect</b></p> <p>We nurture an atmosphere of mutual respect between all members of our community, and foster self-respect and self-esteem in terms of physical health, emotional maturity and personal well-being, enabling students to establish lasting friendships in a positive, happy environment.</p>
<p><b>Courage</b></p> <p>We develop leadership, teamwork, resilience and life skills through a diverse range of co-curricular and extra-curricular activities where all students, regardless of their talents and attributes, are encouraged to challenge themselves, take appropriate risks, stand up for what they believe is right, and strive to achieve their aspirations and dreams.</p>	<p><b>Collaboration</b></p> <p>We work closely with others for mutual enrichment, and encourage a spirit of generosity and sharing, a sense of perspective, and a firm belief that we can collaborate with others, locally and internationally, to make a difference and have a positive impact on society.</p>

## Other Guiding Principles

### Wellbeing

Wellbeing is at the heart of our community. We strive to know and understand our students well. Through our personalised pastoral care programme, we create a caring and safe environment in which students can thrive and learn to focus on the wellbeing of themselves and others.

### Agency

We believe in nurturing intrinsic, student-driven motivation, and in enabling our students to guide their own future. We create structures that allow for student voice, agency, and diverse student-driven educational pathways, and we encourage students to participate fully in decision-making that affects their education.

### Change through Partnership

We nurture a caring and kind spirit in our students. Through the process of Change through Partnership, we offer students opportunities to actively engage with and support communities in need, and experience the positive aspects of collaborative learning with those communities. Through these experiences, our students become skilled, active, balanced and productive global citizens.

### International Mindedness

RGSG has international mindedness at its heart. We connect global citizenship topics and understandings to the curriculum. We find explicit opportunities to develop understanding of the United Nations Sustainable Development Goals within the different areas of the curriculum, the activities programme, and specifically within the Arab and Muslim context of Oman.

## Curriculum Model

The RGSG Muscat curriculum is a model developed by RGSG for the context of Oman, designed to meet the demands of a global third millennium British school. Central to the philosophy of our curriculum model is the principle that purposeful, structured inquiry is a powerful vehicle for learning that promotes meaning and understanding, and challenges students to engage with significant ideas. The curriculum aims at building and reinforcing students' sense of identity and cultural awareness, while equipping them with the skills to learn, acquire knowledge, individually and collaboratively, and to reflect upon this process so that they become skilled and passionate learners. By applying the skills and knowledge, and through the development of the RGSG Muscat Student Profile, students are supported in becoming future citizens who will help to create a better, more equitable and more peaceful world.

The curriculum model is grounded in the social and historical context of Oman, while also aligned with global contexts and benchmarks. **The curriculum responds to the educational needs of the local and international communities, with a special focus on developing the next generation of Omani leaders who will become active contributors to the Omani, regional, and global communities.**

### 1. Approved International Educational Programmes from the Ministry of Education in Oman

The RGSG Muscat curriculum is an enhanced and modified version of the English National Curriculum, with an international character. The curriculum has been specially adapted by our curriculum experts to suit the cultural, geographical and social context in the Sultanate of Oman. We offer international programmes and qualifications recognised by British institutions and approved by the Ministry of Education in the Sultanate of Oman.

**1.1 Primary School.** In the primary school, we offer British international programmes according to the educational stages shown below, which are approved by the Ministry of Education in the Sultanate of Oman:

- **Foundation Stage for Early Years in Kindergarten and Preschool** (age 3 years 2 months to 5 years 11 months).
- **Basic Stage (Elementary Stage) for Grades 1 to 6** (age from 5 years 2 months to 13 years 2 months)

**1.2 Secondary School.** In the secondary school, we offer an international programme recognised by awarding institutions for British international educational programmes accredited in the Sultanate of Oman.

- **Lower Secondary Stage for Grades 7 to 8** (age from 11 years 2 months to 15 years and two months).
- **Upper Secondary Stage for Grades 9 to 10** (from the age of 13 years 2 months to 17 years 2 months)  
We offer the Cambridge and Pearson-Edexcel International General Certificate of Secondary Education (IGCSE) at the end of Year 10 (in some cases, IGCSE exams can be taken at the end of Year 10).
- **General Education Stage for Grades 11 to 12** (from the age of 15 years 2 months to 24 years) We offer Cambridge and Pearson-Edexcel International AS and Advanced Levels (A-Levels) at the end of Years 11 and 12 respectively.

## **2. New England Association of Schools and Colleges (NEASC) accredited US High School Diploma (HSD)**

In the secondary school, in Grade 9 to 12 (from the age of 13 years 2 months to 24 years, we will also award, according to the MOE approval (in process) a NEASC accredited US High School Diploma (HSD), to all students who satisfy key requirements. This high school diploma is designed with an emphasis on critical and creative thinking, academic achievement, breadth and depth of study, intercultural understanding and community action. To obtain the US HSD, students must successfully complete the IGCSE Programme (Grade 9 and 10) and the AS and A-Level Programmes (Grade 11 and 12) and achieve a minimum number of HSD credits and a minimum grade point average (GPA).

## **3. General Education Diploma in the Sultanate of Oman:**

RGS Muscat will also offer a programme in grade 11 and 12, approved by the Ministry of Education, that results in the General Education Diploma (GED). The GED pathway is for Omani students but can be followed by other students who wish to continue their university studies in Oman. The study plan for this bilingual program is applied by studying five core subjects and three elective subjects from the approved study plan for this programme.



## **The Campus**

RGS Muscat has engaged leading designers, architects and academics to develop the campus as a cutting-edge environment, using materials, technology and equipment that enhance learning, and that reflect Omani culture and heritage.

In September 2023, RGS Muscat will open in its new home, a modern, purpose-built campus in the northern suburbs of Muscat. The buildings have been developed to embody the school's philosophy of student-focussed education. It offers a curriculum appropriate to the 21st century, using methods and technologies that engage children while advancing their learning and understanding. We also offer facilities for sport and recreation, for individualised learning and research, and personal development and growth.

## **Learning spaces**

Our classrooms are designed to cater for different ages and learning styles. Our learning spaces include:

- innovative classroom spaces for general and subject classes
- dedicated specialist learning spaces for Early Years (included a specially designed Early Years Play Space)
- discovery laboratories for general science exploration, and dedicated Biology, Chemistry, Physics and Environmental Sciences laboratories
- learning spaces for Languages & Culture (with a special focus on Arabic Language and Omani Culture)
- two Learning Hubs for reading, exploration, research and inquiry

## **Learning technologies**

The school places great emphasis on Learning Technologies. A wireless communication network links the entire campus so that students can access the internet and the school intranet via desktop or laptop computers. All classrooms have data-projectors and interactive white boards to enable the use of technology throughout the learning process. Two Maker Spaces provide opportunities for exploring technology, design, making and entrepreneurship. All full-time teachers are provided with a laptop.

## **Sports and Arts facilities**

Our commitment to the arts and outdoor and physical education is reflected in the facilities which include:

- two large indoor state-of-the-art multi-purpose halls for sports, arts performances and exhibitions, and other major school events
- a large theatre and performance space for major productions and conferences
- two well-equipped gymnasiums for a wide range of sports and health-related activities
- two creativity hubs for nurturing visual and performing arts skills

## **Recreational areas**

Students have access to indoor and outdoor recreational areas to enable them to enjoy periods of having fun together, in supervised recreational breaks. Recreational spaces include:

- two multi-purpose open atrium spaces
- two open relaxation plaza spaces
- extensive shaded outdoor sports, games and play areas

Indeed, there is ample space for all students to play together or simply expend some energy!

## **Other spaces**

- two well-appointed dining areas for students and staff to have lunch and for catering for special events
- two well-equipped and comfortable medical centres to nurture the care and safety of students and staff
- two serene prayer rooms
- and extensive underground and outside parking spaces.

## **Full-Time Member of Staff: Expectations and Responsibilities**

### **Introduction**

RGS Muscat is committed to the values of an integrated, interdisciplinary, inquiry-based, personalised, social constructivist curriculum and to the use of learning and teaching strategies that utilise a diverse range of inputs and stimuli in recognition of students' different skills, talents and learning preferences. The RGS Muscat values indicate the attitudes and attributes we expect to be displayed by all staff and that we aim to develop in students.

The school is also committed to enabling staff to keep abreast of the latest issues in education and learning in particular, inquiry-based learning, interdisciplinary learning, personalised learning, and evidence for learning.

In an organisation that is fast moving and developing in response to both learners' requirements and changes in the external environment, the expectations of the teaching staff are diverse and challenging.

### **1 Responsibilities to Learners**

- 1.1 To provide a programme that matches each individual's learning requirements. The programme should take account of the ability, aspirations and preferred ways of learning of each student, as well as their stage of development and cultural background. The programme should enable each learner to experience success and stretch them to achieve challenging heights. The programme should incorporate diverse learning opportunities beyond the classroom.
- 1.2 To foster a good relationship with learners through trust, constructive feedback and mutual respect, recognising at all times the principles of justice, equity, diversity and inclusion.

### **2 Professional Learning**

The school has a strong commitment to the professional learning of teachers and offers opportunities in diverse areas from which staff can map out a pathway that matches their personal and professional goals. The overall school professional learning goals are to enable staff:

- 2.1 to fulfil the school purpose, values and the school action plan
- 2.2 to be current with developments in education and those specific to individual learning and teaching responsibilities
- 2.3 to follow a personal and professional learning pathway and participate in the professional learning and collaborative planning process
- 2.4 to attend and disseminate information from training courses and contribute to school learning activities.

### **3 Teaching, Learning and Crafting the Curriculum**

- 3.1 to create a stimulating learning atmosphere and ensure classrooms are respected and cared for
- 3.2 to help create a collaborative team culture by exhibiting qualities of trust, loyalty, tact, reliability, passion, efficiency and diligence
- 3.3 to take part in regular collaborative opportunities to review learning programmes, teaching methods, equipment and resources
- 3.4 to contribute expertise in response to internal demands of the evidence for learning framework and external assessments
- 3.5 to contribute expertise to the ordering of resources
- 3.6 to undertake formal teaching commitments according to the timetable and other tasks related to the assigned learning and teaching areas
- 3.7 to carry out an appropriate share of administrative and organisational tasks

#### 4 Pastoral Care and Wellbeing

- 4.1 to form part of a caring community that provides pastoral care and wellbeing support for all students
- 4.2 to take responsibility for the care, safety and wellbeing of students and ensure that they are motivated by behaviour expectations
- 4.3 to implement the pastoral and wellbeing guidelines for students and inform the appropriate staff of any major student achievements or breaches of expectations
- 4.4 to contribute fully to the school's programme of extra-curricular and co-curricular activities
- 4.5 to undertake school duties as needed
- 4.6 to cover for absent teachers when requested
- 4.7 to carry out other pastoral related duties and responsibilities as may be requested by appropriate staff

#### 5 Communication, Evidence for Learning, Record Keeping and Reporting

- 5.1 to take responsibility at all times for appropriately communicating information to appropriate people in relation to learning activities
- 5.2 to plan and record lessons in an agreed format, following the principles of our curriculum planning cycle
- 5.3 to participate actively and collaboratively in staff professional learning
- 5.4 to set, assess and record students' work, including tasks beyond the classroom
- 5.5 to aid student learning by providing quality and timely feedback to students using the evidence for learning framework
- 5.6 to maintain a record of student learning, competencies and achievement according to the evidence for learning framework
- 5.7 to maintain on-going dialogue according to the evidence for learning framework with parents regarding their children's academic and pastoral progress, and provide written reports and attend reporting consultations according to school guidelines
- 5.8 to report commendations or concerns on student progress or wellbeing promptly and according to school guidelines
- 5.9 to attend the weekly staff briefings and take actions according to information in the staff weekly bulletins, daily updates and other regular communications

#### 6 Assessment, Evidence for Learning and Examinations

- 6.1 to ensure that the assessment for learning framework is implemented fully in all lessons
- 6.2 to ensure that learning and teaching are of the highest standard to give students the maximum chance of obtaining the best possible outcomes, including external examination results
- 6.3 to be thoroughly familiar with the curricula, assessment and examination requirements of assigned courses
- 6.4 to devise appropriate internal and entrance assessments, according to the evidence for learning framework
- 6.5 to participate in arrangements for presenting students for internal and external assessment tasks and examinations, according to the evidence for learning framework

#### 7 Working Hours

The full-time professional teacher's role cannot be confined to a timetable or quantified by the number of hours worked. In addition to a fixed timetable, the full-time professional teacher will spend whatever additional hours are necessary to fulfil their teaching obligations and make a valid and worthwhile contribution to the total life of RGSG Muscat.

- 7.1 Staff are entitled to normal school holidays, according to the annual school calendar, and subject to the conditions below.
- 7.2 The school calendar varies from year to year but the target number of **teaching** days is 180 per academic year. In addition to this, members of staff may be required for formal commitments at other times when official school events take place or suitable professional learning or training

opportunities arise. Professional learning opportunities occur throughout the year. At such times, all full-time members of staff are expected to attend.

- 7.3 Members of staff will be expected to be available for meetings and parent consultations for a number of days specified by the school.
- 7.4 In general, the full-time teacher should expect to have a timetabled class-contact commitment of 21 hours per week. In addition to this, teaching staff may be asked to cover for absent colleagues up to a total maximum of 3 additional contact hours in any week.
- 7.5 A reduction of teaching load may be agreed with the Head if a member of staff takes on an additional role or responsibility.
- 7.6 Teachers will be expected to lead an extra-curricular or co-curricular activity each term.
- 7.7 The normal academic working week lasts from Sunday morning until Thursday afternoon. Members of staff should be available in school throughout the working day unless specific permission has been given to be absent, or the member of staff is engaged in some official school or professional learning activity.

## **8 Other responsibilities**

- 8.1 To lead by example and model the behaviour expected of students and provide an excellent personal example in terms of attitudes, attributes, dress, manners and punctuality, in the context of the Arab and Muslim context of Oman.
- 8.2 To set a high standard of personal and professional conduct in order to enhance the professional standing of the teaching profession and the school.
- 8.3 To contribute actively to a professional learning environment through establishing collaborative relationships with colleagues based on mutual respect.

## School Structure

	September 2023	Final target
<b>Age range</b>	Foundation Stage 1 (from age 3 to 4 years) to Year 5 (from age 9 to 10 years).	Foundation Stage 1 (from age 3 to 4 years) to Year 12 (from age of 16 to 18+ years)
<b>Gender</b>	Co-educational up to Year 6 (Primary)	Gender segregated from Year 7 (Secondary School)
<b>Ability range</b>	Mixed ability, with provision for gifted, talented, and special learning needs.	Mixed ability, with provision for gifted, talented, and special learning needs.
<b>Nationality</b>	Omani and International	Omani and International
<b>Languages</b>	English as a main medium of teaching and communication, with significant elements in Arabic, with other potential languages, aiming for full bilingual or multilingual ability.	Additional taught languages: English, Arabic, French Other Languages for future: Spanish, Russian, Mandarin.
<b>Location</b>	Al Khoud, Al Seeb, Muscat	Al Khoud, Al Seeb, Muscat
<b>Enrolment</b>	190	1800+

## Year Groups and Ages

RGS Muscat is structured into two closely linked sections:

### 1. Early Years & Primary

The Early Years and Primary Section follow the British Key Stages.

- Early Years Foundation Stage (FS) – Foundation 1 and 2
- Key Stage 1 (KS1) – Year 1 and 2
- Key Stage 2 (KS2) – Year 3 to 6

### 2. Secondary (Middle School and High School)

The Secondary section follow the British Key Stages.

- Key stage 3 (KS3) – Year 7 to 8
- Key stage 4 (KS4) – Year 9 and 10
- Key stage 5 (KS5) – Year 11 and 12

RGSG Muscat (British System)	Key stage	Age (years)
Foundation 1	Early Years Foundation Stage	3 to 4
Foundation 2	Early Years Foundation Stage	4 to 5
Year 1 (Primary)	Key Stage 1	5 to 6
Year 2 (Primary)	Key Stage 1	6 to 7
Year 3 (Primary)	Key Stage 2	7 to 8
Year 4 (Primary)	Key Stage 2	8 to 9
Year 5 (Primary)	Key Stage 2	9 to 10
Year 6 (Primary)	Key Stage 2	10 to 11
Year 7 (Secondary)	Key Stage 3	11 to 12
Year 8 (Secondary)	Key Stage 3	12 to 14
Year 9 (Secondary - IGCSE)	Key Stage 4	13 to 15
Year 10 (Secondary - IGCSE)	Key Stage 4	14 to 16
Year 11 (Secondary – A-Level)	Key Stage 5	15 to 17
Year 12 (Secondary – A-Level)	Key Stage 5	16 to 18+

## Draft Academic Calendar 2023-2024

Subject to approval from the Oman Ministry of Education

	Start	Finish
<b>Term 1</b>	<b>Sunday 3<sup>rd</sup> September 2023 (First day of school year)</b>	<b>Tuesday 19<sup>th</sup> December 2023</b>
<b>Holidays</b>		
Prophet's Birthday	26-28 <sup>th</sup> September (TBC)	
Mid-term Holiday	Friday 20 <sup>th</sup> October	Saturday 28 <sup>th</sup> October
Oman National Day	Sunday 19 <sup>th</sup> November (TBC)	
Mid-Year / Winter Holiday	Wednesday 20 <sup>th</sup> December	Tuesday 2 <sup>nd</sup> January 2024
<b>Term 2</b>	<b>Wednesday 3<sup>rd</sup> January 2024</b>	<b>Thursday 28<sup>th</sup> March 2024</b>
<b>Holidays</b>		
Prophet's Ascension	Thursday 8 <sup>th</sup> February (TBC)	
Eid al-Fitr / Spring Break	Friday 29 <sup>th</sup> March (TBC)	Saturday 13 <sup>th</sup> April
<b>Term 3</b>	<b>Sunday 14<sup>th</sup> April</b>	<b>Thursday 13 June (Final day of school year)</b>
<b>Holidays</b>		
Eid Al Adha / Summer Break	Friday 14 <sup>th</sup> June	

Teacher preparation and professional learning and collaborative days: **To be confirmed.**