



ROYAL  
HOSPITAL  
SCHOOL



## RECRUITMENT PACK FOR THE ROLE OF HEAD OF CHEMISTRY

1<sup>st</sup> September 2026

<b>EMPLOYMENT STATUS</b>	Permanent - Full Time
<b>SALARY</b>	RHS Own Salary Scale
<b>CLOSING DATE FOR APPLICATIONS</b>	Monday 11 May 2026 at 09:00
<b>INTERVIEW DATE(S)</b>	14 & 15 May 2026



## KEY FACTS

**Type of School:** Co-educational, boarding and day

**Age range:** 11 – 18

**Number of pupils:** Approx. 560

**Percentage of boarders:** Approx. 51%

**Percentage of international pupils:** Approx. 24%

**Fees per term:** Boarding £12,906– £16,617 and day £7,326– £8,521

**Memberships:** HMC (The Heads' Conference)

BSA (The Boarding Schools' Association)

ISC (Independent Schools Council)

**ISI result summary:** RHS met all the standards and regulations in the January 2025 inspection.

Read the excellent full report here:

[royalhospitalschool.org/about/isi2025](https://royalhospitalschool.org/about/isi2025)



# 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 55 minutes from Central London by train, RHS is a very special place to work. We welcome applications from the creative, the passionate and the kind, and those from under represented groups, who are keen to contribute to our warm and friendly community.

I very much look forward to receiving your application.

Steve Dixon  
Acting 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. 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.

In 2025, the school joined the Inspired Learning Group (ILG), opening a new chapter focused on long-term growth and a positive, sustainable future.



# 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 23 different A Levels and 3 Level 3 BTECs, 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, as well as a Microsoft Showcase School in 2025.



In August 2025, the school achieved an exceptional set of A Level and BTEC results, with 46% of grades at A\*-A or Distinction\*-Distinction, 69% at A\*-B, 32% attaining the points equivalent of three A grades or better, and 86% of BTEC grades awarded at Distinction\* or Distinction.

At GCSE, the school achieved outstanding outcomes, with 34% of grades at 9-8, 56.3% at grades 9-7 (an increase of over 5%), and 97.8% at grades 9-4, alongside 7 pupils achieving all 8s and 9s, 20 pupils gaining nine subjects at grade 7 or better, and 43 pupils securing six subjects at grade 7 or better.

Pupil success comes in many forms and post-school options for the leavers of 2025 range from top UK universities to higher degree apprenticeships, to direct entry into various careers.



# 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 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.

The investment in larger projects in recent years has focused on aspects that will benefit the most pupils, including our climbing wall, refurbished fitness suite and weights room, and the library, a beautiful modern study and learning space at the heart of the school.

In 2025, the school was delighted to open a brand new Sixth Form Centre, Sailing Hub and RHS Clubhouse, as well as a transformed Greenwich Hall.



## 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 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 c. 100 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 school.



## TEACHING AT RHS

Lessons from September 2025, run on a two-week timetable from Monday to Friday, with 80 lessons per fortnight, each lasting 45 minutes. A full-time teacher has 55 lessons per fortnight and teachers with additional responsibilities have a 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 are expected to contribute to our supra-curricular Saturday morning programme on around 12 Saturdays, and a small number of Sundays per 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 Royal Hospital School (RHS) is looking to appoint a dynamic, enthusiastic and forward-thinking graduate to the post of Head of Chemistry with effect from September 2026. It is expected that the appointee will be an engaging teacher with a proven track record of establishing high expectations and obtaining excellent outcomes for pupils across KS3 to KS5. He/she will be expected to give the chemistry department dynamic and creative leadership and will have the ability to motivate and support colleagues. They will be able to teach science to pupils in Years 7 and 8, and Chemistry to pupils in Years 9 through to Year 13. This is an exciting opportunity for a chemistry teacher to progress running a department or for an existing Head of Department to take on a new role.

Responsibilities of the Head of Chemistry are included in the generic Head of Department job description, which should be read in conjunction with the Teacher job description, both of which are attached. The Head of Chemistry will join our positive and supportive team of Science Leaders, reporting to the Head of Science.

# THE DEPARTMENT

## THE SCIENCE FACULTY

The Science Faculty is a large department of 12 teaching staff, four of whom are Chemistry specialists, as well as five well-qualified technicians, two of whom are full time and three who are part time. The faculty is located within the main classroom block and all science lessons are taught in one of the school's eleven well-resourced science laboratories, four of which are dedicated to chemistry.

### The Curriculum

Pupils in Year 7 and 8 are taught science by one teacher for 8 periods per fortnight. In Year 9 pupils receive three periods of each of biology, chemistry and physics per fortnight, taught by subject specialist teachers. In Year 10 and 11 pupils taking Combined Science receive five periods of each science per fortnight, whilst those studying Separate Science receive 7 per science plus one additional general science lesson. Pupils are taught in mixed ability. Class sizes in Years 7-11 are typically twenty to twenty-four in number with lower numbers in some sets in Years 9-11.

Currently, the majority of pupils select to study Combined Science at GCSE, with approximately a third of each cohort selecting to study Separate Science as one of their GCSE options. The department follows the Edexcel 9-1 GCSE course and results are consistently strong.

At A Level, the school teaches OCR A specification. Typically, fifteen to twenty-five of the year group opt for chemistry, usually taught in two sets. Pupils receive 14 lessons a fortnight, usually split between two teachers. All exams are taken at the end of the A Level course.

Chemistry results have been strong, with the summer 2025 results being some of the strongest value-added results across the school.

The Science Faculty has a rich and varied extra-curricular programme including the 'spooky science' night for Year 7 to coincide with Halloween, and the Year 8 Science Fair. Sixth Form students are encouraged to participate in the Cambridge Chemistry Challenge and RSC Olympiad. The Chemistry department runs trips for pupils in Years 10-13, but there is the opportunity to review and expand the chemistry co-curricular offering.

This is an exciting time to join the Science Department at the Royal Hospital School. The school-wide use of mobile learning allows innovative and creative approaches to teaching and learning and there is a drive to inspire a love of science in students from the youngest years and maintain this throughout their school career.

# JOB DESCRIPTION

<b>HEAD OF DEPARTMENT</b>	
Reporting to	Deputy Head (Academic)
Important Information	<p><b>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.</b></p> <p>The Royal Hospital School is a boarding school with a commitment to providing a broad range of activities and opportunities to its pupils. As such there is an expectation that all teachers understand that there will be a commitment to boarding and contributing to the wider curriculum.</p>
Purpose and objectives of role	<p>To provide dynamic and creative leadership for your department, taking accountability for pupil progress and results, managing and developing staff to ensure the highest standards of teaching and learning, and resourcing and managing the curriculum, academic super-curriculum and department spaces.</p> <p>To provide outstanding academic education and pastoral care to pupils in your classes and tutor group, and across the school.</p> <p>To act as a role model for colleagues in terms of the quality of your teaching practice, relationships with pupils, colleagues and parents, approach to personal professional development and commitment to the wider features of school life including the co-curriculum.</p>
Specific Responsibilities of a Head of Department:	
Ethos, Leadership & Development	<ol style="list-style-type: none"> <li>1. Set an example to all of (a) subject knowledge, (b) the highest standards of teaching and professional conduct and (c) a positive engagement with self-reflection, evaluation and professional development.</li> <li>2. Provide leadership for the department, for staff, pupils and parents.</li> <li>3. Provide a strategic view of the development of the department within the faculty in accordance with the overall strategic aims of the school.</li> <li>4. Promote dynamic, innovative, positive and productive work habits such that all staff and pupils work in an atmosphere where they have the best possible chance of realising their potential.</li> <li>5. Establish and maintain a positive and productive work ethos within the department, through encouraging a sense of teamwork and recognising the contribution of all members of the department.</li> <li>6. Develop and promote the sharing and implementation of good practice within the department.</li> <li>7. Reflect on department performance and produce department development plans.</li> <li>8. Delegate as appropriate within the department (always remembering that the head of department remains ultimately responsible for the proper management of the department).</li> <li>9. Encourage and support the standards of behaviour of both staff and pupils in the department to fully support pupil learning.</li> <li>10. Attend regional (e.g. HMC East Anglian Group which is held on rotation from school to school) and national meetings to represent the department and school as appropriate.</li> </ol>

Teaching & Learning	<ol style="list-style-type: none"> <li>1. Be responsible for the quality of teaching and learning within the department.</li> <li>2. Be responsible for the quality of academic results within the department, measured by raw grade statistics and value added results.</li> <li>3. Encourage teachers to be innovative and to extend their range of teaching skills and methodologies, as well as their use of technology.</li> <li>4. Develop and promote a teaching and learning culture of sharing and mutual support between teachers and between pupils.</li> <li>5. Monitor and support the quality of teaching and learning within the department, including regular lesson observation and work sampling.</li> <li>6. Be responsible for the production and update of departmental schemes of work in line with subject specifications and school policies.</li> <li>7. Devise and implement procedures for tracking pupil progress within the department to include the use of baseline testing data, results from school examinations, 'unit tests', prep work set and other instruments as appropriate.</li> <li>8. Be responsible for the setting and management of challenge, expected and UCAS grades.</li> <li>9. Organise, as appropriate, the setting of pupils and tiers of entry within the subject.</li> <li>10. Be responsible for the writing, production and marking of internal examination papers, mock examination papers, unit test papers etc. and where applicable school entrance papers.</li> <li>11. Be responsible for the proper implementation, marking and moderation of coursework and non-examined assessments within the department as applicable.</li> <li>12. Be responsible for the quality of reports and assessments produced by the department.</li> <li>13. Be responsible for the department's provision for able, gifted and talented pupils, including preparation for Oxbridge, and coordinate the staffing for the department support sessions.</li> <li>14. Liaise with the Learning Support and English as an Additional Language departments, as required, to ensure the best teaching and learning provision for pupils with specific learning difficulties and access requirements.</li> <li>15. Keep abreast of the latest developments in teaching and learning pedagogy (including the use of technology), government initiatives and good practice relevant to the subject and to whole school objectives, and advise department staff.</li> <li>16. Ensure the teaching and other spaces within the department are engaging places to work and learn, including responsibility for the quality of departmental displays.</li> <li>17. Ensure that the department is appropriately resourced, in line with the budget.</li> </ol>
Curriculum and Academic Super-curriculum	<ol style="list-style-type: none"> <li>1. Select the specific specifications for public examinations in the subject and to monitor their appropriateness in the light of results, quality of service and government initiatives.</li> <li>2. Oversee public examination entries at GCSE, A Level and BTEC and advise on retake entries/remarks to maximise results within the department.</li> <li>3. Advise pupils, tutors and Heads of Year regarding the GCSE and Sixth Form entry needs for the department and the selection of pupils studying the subject.</li> <li>4. Ensure that technology is used appropriately in the delivery of the curriculum.</li> <li>5. Contribute, as required, to school curriculum guides, revision guides and other documents.</li> <li>6. Oversee the department's super-curricular activities and events, ensuring a diverse and engaging programme that caters for the different year groups.</li> <li>7. Ensure that educational visits, where appropriate, take place in liaison with the Deputy Head (Academic) and the school's Educational Visits Co-ordinator.</li> </ol>

Staff	<ol style="list-style-type: none"> <li>1. Lead and manage the staff (including technical support where applicable) allocated to the department.</li> <li>2. Monitor the professional standards of staff, including marking, preparation of lessons and classroom management, to include classroom observation, work sampling and regular formal and informal conversations and meetings with staff.</li> <li>3. Determine the CPD requirements of the department in discussion with the Deputy Head (Academic), and organise internal departmental training as appropriate, as well as recommending external courses for staff.</li> <li>4. Provide relevant details and judgement on the professional performance of the members of staff in the department within the context of the whole school appraisal schedule.</li> <li>5. Advise on the process of appointing new staff to the department.</li> <li>6. Oversee and manage the departmental induction procedures for new staff in liaison with the Deputy Head (Academic).</li> <li>7. Take part in interview, lesson observation and other procedures, as requested, when appointing new staff to the department.</li> <li>8. Liaise with the Deputy Head (Academic) in the staffing and timetable allocation within the department.</li> <li>9. Support the Senior Management Team (SMT) in managing staff performance, including maintaining records of and flagging concerns and implementing performance management processes.</li> <li>10. Effectively deal with any concerns raised regarding teaching and learning within the department, communicating with pupils and/or parents in a timely manner, and informing SMT where necessary.</li> <li>11. Communicate school policy and information effectively to the department (i.e. ensure that school policies are explained and implemented within the department, and that messages from Heads of Department meeting are shared and implemented).</li> </ol>
General Responsibilities	<ol style="list-style-type: none"> <li>1. Be responsible for the health and safety matters relating to the department, including the completion and management of risk assessments.</li> <li>2. Plan and chair effective, regular (at least fortnightly), department meetings with copies of minutes circulated to all relevant parties.</li> <li>3. Represent the department in Heads of Department meetings, the Academic Policy Committee and in other meetings and working parties, as required.</li> <li>4. Produce, implement, monitor, evaluate and review policies specific to the department, in line with whole school policies as appropriate (e.g. marking policy, assessment policy etc.).</li> <li>5. Be responsible for the production and regular update of the department documents including the department Handbook, Self-Review Documents and Department Development Plan.</li> <li>6. Produce the department's annual budget submission and monitor spending throughout the year, ensuring cost-effective use of school funds.</li> <li>7. Keep records of financial transactions relating to the departmental budget and provide independent budget accounts to compare with Finance Department records if required.</li> <li>8. Choose and order books and other departmental resources.</li> <li>9. Be responsible for the department's UCAS and other pupil references.</li> <li>10. Liaise with the Head of Sixth Form and Head of Futures, giving subject-related advice to pupils concerning university and job applications.</li> <li>11. Work with the marketing team to raise the profile of the department and school, by promoting events and highlighting departmental successes.</li> <li>12. The appropriate use of ICT in the department, for educational, administrative, record keeping and marketing purposes.</li> <li>13. Support the school's Carbon Reduction Policy objectives.</li> <li>14. Contribute to the management and development of the school as a whole, representing the views of members of the department to other Heads of Department, to Heads of Year, to SMT, to Governors etc.</li> <li>15. Respond to pupil, parent and colleague communication in a timely and effective manner.</li> </ol>

# PERSON SPECIFICATION

The Person Specification focuses on the knowledge, skills, experience and qualifications required to undertake the role effectively.

The Head of Department role is a role that is carried out in addition to the role of a Teacher. It is therefore expected that Heads of Department meet all of the essential attributes of a Teacher, which are based on the Government's Teachers' Standards. In addition, it is expected that the successful applicant will have, and can demonstrate the following essential characteristics:

HEAD OF DEPARTMENT		
	Essential	Desirable
Teaching qualifications and experience	<ul style="list-style-type: none"> <li>A record of good academic achievement including a degree (or equivalent) in a subject relevant to the teaching subject</li> <li>Qualified Teacher Status and at least 3 years' teaching experience, or at least 6 years' teaching experience.</li> </ul>	<ul style="list-style-type: none"> <li>Further relevant qualifications</li> <li>Experience of leading and managing a team of adults</li> <li>Experience of independent/ boarding education</li> </ul>
Professional knowledge and understanding	<ul style="list-style-type: none"> <li>Excellent classroom practitioner with a proven track record of supporting pupils to reach high academic outcomes</li> <li>Commitment to the ethos of the school to support the education of the whole person, promoting social and emotional wellbeing in addition to academic development and willingness to participate in all aspects of boarding school life</li> <li>Evidence of keeping up to date with educational thinking and knowledge and relevant current legislation.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of marking or moderating for public examination boards</li> <li>Experience of leading change and innovation in an educational context</li> <li>Ability to teach a second subject and / or lead a co-curricular specialism.</li> </ul>
Abilities and skills	<ul style="list-style-type: none"> <li>High degree of literacy and numeracy</li> <li>High standard of written and oral communication</li> <li>Highly competent user of ICT</li> <li>Ability to successfully present / communicate information to a variety of audiences (pupils, staff, parents, senior managers)</li> <li>Ability to analyse and use data to inform intervention and improvement strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Highly proficient in the use of Microsoft Office products</li> <li>Experience of using Microsoft OneNote</li> <li>Microsoft Education qualifications or equivalent</li> </ul>
Characteristics of a Head of Department	<ol style="list-style-type: none"> <li><b>Creativity</b> 'Is the ability to adapt or generate imaginative and innovative ideas and a willingness to challenge assumptions and offer alternative approaches'.</li> <li><b>Controlling quality and standards</b> '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'.</li> <li><b>People management</b> 'Is the ability to deliver good quality outcomes through the efforts of others'.</li> </ol>	<ol style="list-style-type: none"> <li><b>Leadership</b> 'Is the willingness and ability to lead, guide and motivate others towards a common goal influencing organisational values, people, and systems and processes, It is the ability to exercise meaningful influence on others who voluntarily accept it, leaving behind a collective impact'.</li> <li><b>Strategic thinking</b> 'Is the ability to look ahead beyond the constraints or the current situation and establish a course of action that accomplishes a long-term goal or vision.'</li> </ol>

	<p>4. <b>Planning and organising</b>          'Is the ability to develop clear, efficient and logical approaches to work and to use time effectively to achieve outcomes'.</p> <p>5. <b>Problem solving and initiative</b>          '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'.</p> <p>6. <b>Results orientation</b>          'Is the tendency to set high goals for self and others, focusing on the delivery of targets, quality and deadlines'.</p>	
Personal	<ul style="list-style-type: none"> <li>● High levels of personal organisation and efficient working practices and the ability to work calmly</li> <li>● Enthusiastic and positive, with the ability to motivate, encourage and influence others</li> <li>● Approachable and empathetic, with the ability to changes one's own standpoint, but also the ability to uphold a line</li> <li>● High degree of confidence, personal energy and dynamism</li> <li>● Personal warmth and the ability to develop strong, appropriate relationships with pupils, colleagues and parents</li> <li>● Flexibility and adaptability and the ability to adjust to change and development.</li> </ul>	
Additional requirements	<ul style="list-style-type: none"> <li>● A commitment to safeguarding and promoting the welfare of children and young people.</li> <li>● Understanding of and commitment to the ethos and values of the school</li> <li>● A respect for young people, as well as adults, that is demonstrable through positive attitudes and behaviour</li> <li>● Exercising discretion around sensitive information</li> <li>● Excellent attendance and punctuality</li> </ul>	

# JOB DESCRIPTION

<b>TEACHER</b>	
Reporting to	Head of Department for teaching Head of Year for tutoring Houseparents for house duties
Important Information	<b>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 (DBS).</b>
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: <a href="http://www.gov.uk">Teachers' standards - GOV.UK (www.gov.uk)</a></p> <p>In summary, teachers:</p> <ul style="list-style-type: none"> <li>● Set high expectations which inspire, motivate and challenge pupils</li> <li>● Promote excellent progress and outcomes by pupils</li> <li>● Demonstrate excellent subject and curriculum knowledge</li> <li>● Plan and teach well-structured lessons</li> <li>● Adapt teaching to respond to the strengths and needs of all pupils</li> <li>● Make accurate and productive use of assessment</li> <li>● Manage behaviour effectively to ensure a positive and safe learning environment</li> <li>● Provide effective feedback and report on pupil attainment and progress</li> <li>● Participate in personal, departmental and academic development</li> <li>● Contribute to the wider life of the school and fulfil wider professional responsibilities</li> <li>● Support the school's values and academic and pastoral structures</li> </ul> <p>In addition to being responsible for the delivery of outstanding education within the classroom, teachers are also tutors, working with Heads of Year, Houseparents 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>As a boarding school, all teachers contribute to the wider academic curriculum and/or co-curriculum, for example through running a weekly activity or a sports team. As of September 2025, we are removing academic lessons from Saturday and introducing a ‘Super Saturday’ morning programme of supra-curricular activities which staff will be expected to contribute to on selected Saturdays and 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"> <li>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</li> <li>2. Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions</li> <li>3. Showing tolerance of and respect for the rights of others</li> <li>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</li> <li>5. Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.</li> </ol> <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

TEACHER		
	Essential	Desirable
Education and qualifications	<ul style="list-style-type: none"> <li>• A record of good academic achievement including a degree (or equivalent) in a subject relevant to the teaching subject</li> <li>• PGCE/QTS or the ability to successfully undertake initial teacher training at RHS</li> </ul>	<ul style="list-style-type: none"> <li>• Further relevant qualifications</li> </ul>
Role delivery	<ul style="list-style-type: none"> <li>• Excellent subject teaching of main subject specialism to pupils in all relevant year groups</li> <li>• Commitment to contributing to wider academic curriculum and co-curriculum</li> <li>• Commitment to supporting pastoral welfare of pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to offer a second teaching subject</li> <li>• Ability to lead a co-curriculum specialism, outside of main teaching subject</li> </ul>
ICT, literacy and numeracy	<ul style="list-style-type: none"> <li>• Competent ICT user, with experience of using Microsoft, Google or similar products.</li> <li>• High degree of literacy and numeracy</li> <li>• Excellent oral and written English</li> </ul>	<ul style="list-style-type: none"> <li>• Highly proficient in the use of Microsoft Office products</li> <li>• Experience of using Microsoft OneNote</li> <li>• Microsoft Education qualifications or equivalent</li> </ul>
Characteristics of a teacher	<ul style="list-style-type: none"> <li>• Developing and coaching others</li> <li>• Results orientation</li> <li>• Creativity and innovation</li> <li>• Teamwork</li> <li>• Technical expertise and personal professional development</li> <li>• Planning and organising</li> </ul>	<ul style="list-style-type: none"> <li>• Controlling quality and standards</li> <li>• Problem solving and initiative</li> </ul>
Relevant experience	<ul style="list-style-type: none"> <li>• Experience of working with young people</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in a school</li> <li>• Experience of working in an independent school / boarding environment</li> </ul>
Safeguarding	<ul style="list-style-type: none"> <li>• A commitment to safeguarding and promoting the welfare of children and young people</li> </ul>	
Additional requirements	<ul style="list-style-type: none"> <li>• Understanding of and commitment to the ethos and values of the school</li> <li>• A respect for young people, as well as adults, that is demonstrable through positive attitudes and behaviour</li> <li>• High degree of confidence, personal energy and dynamism</li> <li>• Personal warmth and the ability to develop strong, appropriate relationships with pupils, colleagues and parents</li> <li>• Exercising discretion around sensitive information</li> <li>• Excellent attendance and punctuality</li> </ul>	

# THE BENEFITS



## PENSION

Pension Scheme



## FEE REMISSION

School/Nursery fee remission subject to the normal admissions criteria (pro rata for part time staff)



## USE OF FITNESS FACILITIES

Fitness suite, 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.



## HEALTH PROVISION

Health plan that provides significant coverage such as optical, dental, dental accident, chiropody, therapy treatments and health club concession. Access to Doctor line from anywhere in the world, scanning such as MRI, CT and PET scan. Employees Assistance confidential helpline.



## PROFESSIONAL DEVELOPMENT

There are plenty of opportunities for staff development, including INSET.



## DEATH IN SERVICE

The school has a Death in Service benefit of 2 x basic salary.



## MEALS

Lunch provided during term time.



## CYCLE TO WORK

Access to the Cycle to Work scheme.



## COMMUNITY

You are joining a ready-made community where people are more than just colleagues. From the staff bar, The Clubhouse, to wreath making, wine tasting, quiz nights, safari suppers, and more (additional costs may apply) - this is a wonderful community to be a part of.



## WESTFIELD REWARDS

Discounts from various high street and online outlets.



## ONSITE PARKING

Free onsite parking.



## REFER A FRIEND SCHEME

Refer a friend scheme up to £750.

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](mailto: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.

**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.

