



ROYAL  
HOSPITAL  
SCHOOL



## RECRUITMENT PACK FOR THE ROLE OF **EARLY YEARS PRACTITIONER**

*As soon as possible*

<b>EMPLOYMENT STATUS</b>	Permanent, Full Time
<b>SALARY</b>	£27,500 - £29,000 gross per annum depending on experience
<b>CLOSING DATE FOR APPLICATIONS</b>	Continuous posting - Role will close once filled
<b>INTERVIEW DATE(S)</b>	Interviews could take place at any time



## 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 to prepare them for the future. We seek to understand each young person's strengths, to help them make the right choices at the right time and ensure their education becomes the foundation for their happiness and success.

However, RHS is more than just a school and has an important role in this region providing facilities to a wide range of individuals and organisations. Today the school is operational for almost the entire year, as a school in term time but also as a conference facility and residential centre for international schools. As such the school plays an important role in the economy of this region. We are also a community with some colleagues and their families living onsite and this sense of community is strong and encompasses all staff, pupils and parents, creating a warm and supportive environment.

Our employees can access some of the best facilities in the country and are encouraged to contribute to the life of a busy boarding school. There is an extensive range of additional staff benefits, from free lunch during term time to access to various sports facilities.

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.



# JOB DESCRIPTION

Early Years Practitioner	
Overview	The role of an Early years Practitioner is to inspire, excite and nurture children through a crucial stage of their development. The aim is to motivate children and use resources imaginatively to help them learn, providing a safe and secure environment for them to develop their social and communication skills, while recording observations and summarising their achievements.
Reporting to	Nursery Manager
Employment status	Permanent, full time employee.
Salary/Pay Band	£27,500-£29,000 gross per annum, depending on skills and experience.
Hours per week / weeks per year	40 hours per week/52 weeks per year
Key Responsibilities	<p><b>Planning Learning</b></p> <ul style="list-style-type: none"> <li>• Plan rich and stimulating learning activities that achieve good progression in pupils' understanding by:</li> <li>• Identifying clear learning objectives and learning content, appropriate to the subject matter and the pupils being taught</li> <li>• Setting exciting and intriguing tasks for whole class learning, small group learning and self-initiated, exploratory learning.</li> <li>• Setting clear targets for pupils' learning that build on prior attainment</li> <li>• Identifying pupils who: - have special educational needs - are high attainers - are not yet fluent in English Ensure that learning is appropriately differentiated so that the learning is well pitched and all pupils are challenged at their current level of understanding.</li> <li>• Create a high quality, rich, stimulating and enabling learning environment containing items that will capture pupils' attention and lead to independent exploration.</li> <li>• Make effective use of assessment information on pupils' attainment and progress when teaching and in planning future learning.</li> <li>• Plan opportunities to develop pupils' spiritual, moral, social and cultural development.</li> </ul>

## **Teaching and classroom management**

- Ensure effective teaching of the whole class, and of groups and individuals within the whole class setting, so that learning objectives are met, and pupils' learning time is used efficiently.
- Establish and maintain a purposeful learning atmosphere.
- Set high expectations for pupils' behaviors, establishing, and maintaining a good standard of discipline through well focused, engaging teaching and through positive and productive relationships.
- Establish a safe, clean and secure learning environment which promotes pupils' confidence.
- Use teaching methods which capture pupils' interest and maintain their engagement through: offering rich, captivating learning activities, setting the highest expectations for all pupils
- Clearly establishing a purpose for learning, placing it within a context
- Effective questioning that includes open and closed questions, together with the use of probing, supplementary questions
- Providing frequent opportunities for pupils to learn through talk and interaction
- Stimulating intellectual curiosity and communicating enthusiasm for learning
- Matching the teaching approaches used to the learning and development area of the curriculum and the age of the pupils being taught
- Modelling good language use to children
- Modelling good social skills to children
- Clear instruction, effective modelling and accurate explanation
- listening carefully to pupils, analysing their responses and responding constructively in order to take their learning forward
- Selecting and making good use of ICT and other learning resources which enable learning objectives to be met
- Providing opportunities to develop pupils' wider understanding by relating their learning to 'real life'.
- Be familiar with the Code of Practice on the identification and assessment of special educational needs and, as part of the responsibilities under the Code, create and review One Plans for pupils with identified special educational needs.
- Evaluate your own teaching critically and use this to improve your effectiveness.

## **Management and Administration**

- Be responsible for the line management of teaching assistants in the Nursery including their performance management as required.
- Participate in administrative and organisational tasks related to the responsibilities described above.
- Support students on placement in Early Years Foundation Stage classes.
- Foster close relationships with parents/carers and the wider community. Assist them to support their child's learning at home. Present a positive image of the school to all other stakeholders.
- The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

## **Other Responsibilities**

- Adhere to all School policies and procedures.
- Undertake an enhanced DBS check with access to the children's barred list.
- Undertake any other duties as reasonably requested by management. Uphold confidentiality at all times when handling a data and sensitive child information.
- Demonstrate a commitment to evaluation and continuous improvement, identifying opportunities to evolve activity and explore new initiatives.

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|  | <ul style="list-style-type: none"><li>• To ensure the safeguarding and wellbeing of children and young people at RHS, in accordance with School policies.</li><li>• To adhere to School policy on safeguarding and updating training as required.</li></ul> |
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The duties and responsibilities of this role may evolve over time, in line with the needs of the School.

# 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.

Early Years Practitioner		
	Essential	Desirable
Education and qualifications	<ul style="list-style-type: none"> <li>NVQ Level 3 or equivalent in childcare.</li> </ul>	<ul style="list-style-type: none"> <li>Foundation Degree or BA in Early Years (B.Ed)</li> <li>Qualified teacher status (QTS)</li> <li>Early years teacher status (EYTS)</li> <li>Early years professional status (EYPS)</li> </ul>
Experience	<ul style="list-style-type: none"> <li>Excellent understanding of the EYFS curriculum and requirements</li> <li>Experience within the Early Years Foundation Stage</li> </ul>	<ul style="list-style-type: none"> <li>Experience of, and commitment to, outdoor learning.</li> </ul>
Skills and Knowledge	<ul style="list-style-type: none"> <li>Establish and develop effective relationships with parents and the community</li> <li>Excellent interpersonal skills, communicating (verbally and in-writing) effectively to a wide-range of audiences, including with children and parents.</li> <li>Support, motivate and inspire both colleagues and children by leading through example.</li> <li>Be an effective team player that works collaboratively and effectively with others.</li> <li>Able to work on own initiative.</li> <li>Empathetic, with a calm and caring nature</li> <li>Confidence, warmth, sensitivity, reliability and enthusiasm</li> <li>Deal with conflict in an appropriate manner</li> <li>Good administrative and IT skills across Microsoft Office.</li> <li>Be reflective and learn from past experiences;</li> <li>Show resilience and an ability to work under pressure</li> <li>Promote the school and nursery's aims positively</li> <li>Suitability to work with children.</li> </ul>	<ul style="list-style-type: none"> <li>A knowledge and understanding of the use of a range of media to teach and assess children's progress.</li> </ul>

<b>Equal Opportunities and Commitment</b>	<p>Commitment to equality of opportunity for all.</p> <p><b>Demonstrate a commitment to:</b></p> <ul style="list-style-type: none"> <li>• safeguarding and child protection equalities</li> <li>• promoting the school's vision, values and ethos</li> <li>• high quality, stimulating learning environment</li> <li>• relating positively to and showing respect for all members of the school and wider community</li> <li>• ongoing relevant professional self-development.</li> </ul>	
<b>Additional Requirements</b>	<p>A commitment to the aims and ethos of The Royal Hospital School</p>	

# 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 1 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.

