



Teacher of Spanish

Maternity cover:
January 2027 - October 2027

➤ Information for **candidates**



> From the Headmaster

I am delighted that you are considering joining us. RGS is an exceptional place with a proud tradition, dating back to 1562, of educating young minds.

We have high academic standards, excellent examination results and consistently feature amongst the top state schools in England. Almost all students progress to good universities, including approximately 14 to Oxford and Cambridge.

To maintain this tradition of excellence, we place a strong emphasis on innovative teaching. Our staff are encouraged to be bold and creative, utilising dynamic, evidence-based pedagogies that challenge our students to think critically. Our forward-thinking teachers deliver a high-quality classroom experience combined with exceptional pastoral care. We ensure that, in this large school, every student is known as an individual.

Our broad, balanced and very ambitious curriculum is not the full story, and we look far beyond its confines with a vast array of co-curricular opportunities unparalleled, I believe, in the state sector.

Character development sits at the very heart of an RGS education. We deliberately cultivate resilience, empathy, and leadership, ensuring our young people leave us as well-rounded citizens ready to make a positive impact. We encourage all Wycombiensians to be self-confident, positive, healthy and enquiring, living and breathing our values of Respect, Integrity and Aspiration embodied through a modesty of manner. The result is a happy, close-knit community where we enjoy each other's company, and friendships for life are formed.

As a forward-looking institution, we are also incredibly proud to have recently welcomed girls into our Sixth Form. This historic evolution has brought a wonderful new dynamic to our senior years, further enriching our academic environment, broadening perspectives in the classroom, and preparing all our students for the diverse world beyond school.

Most of our students are day students. Boarding, however, has a unique capacity to shape the lives of young people, and RGS offers this provision to 70 boys. Full and weekly boarding is on offer and plays a substantial role within the life of the school.

You will very much enjoy working with the students here who are courteous, committed, caring and entertaining.

The commitment and dedication of staff who all work towards achieving our vision are the vital component in ensuring the success of RGS. We are looking for well-qualified, enthusiastic and caring colleagues to join us who are passionate about their subject and responsibility, and are willing to go the extra mile to be a part of our exciting journey.

I hope that you find the information of use and look forward to receiving your application if you feel that this opportunity would suit what you have to offer. Thank you for your interest in RGS.

Philip Wayne



Watch our video to hear about the opportunities available to RGS students



Our Results

Our results speak for themselves. We do not, however, rest on our laurels and set ourselves ambitious targets.

83.2%
of students accepted Higher
Tariff universities.

14
students were successful for
entry to Oxford or Cambridge.

Our values

Every day we work as a team through our values of:

- ✓ RESPECT
- ✓ INTEGRITY
- ✓ ASPIRATION

Our vision



to offer our students an
exceptional all-round education



The Spanish Department

The Royal Grammar School are looking for someone who is interested in joining a dynamic team and who will contribute to the promotion and further uptake of Spanish at all levels. The successful candidate will nurture a love of learning from the students and demonstrate a high level of interest and knowledge about the language and the culture. The students are easily inspired to take their learning further and welcome challenging activities. We are keen to appoint someone to our team who has a desire to make a difference, to embrace opportunity. The ability to teach A level Spanish is essential and the ability to teach another language to KS3 is desirable (French or German).

Curriculum Years 7 – 11

In Year 7 all pupils have two periods a week of all of the Modern Foreign Languages we teach at RGS (French, German and Spanish). The Y7 Spanish course introduces them to the basics of the language as well as allowing them to get an insight into the culture of the Spanish speaking world.

At the end of Year 7 students are asked to select two of the language/Classics (Latin/Classical Civilisation) subjects they study in Year 7 to continue into Years 8 and 9. In the current Year 8 we have 5 classes who study Spanish in combination with either French, German, Latin, or Classical Civilisation. All students must study at least one language at GCSE and approximately 70-75% choose to continue with Spanish, either on its own or in combination with a second language. Pupils have four lessons of 35-40 minutes from Year 9 to Year 11, and three lessons of 35-40 minutes in Year 8. The principal textbook at KS3 is Claro. For GCSE we follow Edexcel Pearson and use their GCSE textbook. We also make use of additional materials and our own resources in all years.

It is expected that every teacher uses the target language to the greatest extent during lessons. Pupils are taught to have a sound understanding of grammatical concepts and an extensive vocabulary. All four skill areas are regularly practised. Assessment and adaptive teaching are achieved through homework and regular tests. All pupils sit end of year exams, apart from in Year 7.

Curriculum Sixth Form

All three main languages prepare candidates for A level exams (AQA). In Year 12 there are currently 15 studying A level Spanish and in Year 13 there are 6. A level sets are shared between two teachers and each student has 2 weekly lessons with a language assistant. We also offer AS languages (French, German or Spanish) as an extension study in Year 12 and these students are taught in the same class as those doing the full A Level.

Resources and Accommodation

Spanish is taught within the purpose-built John Prior Languages building. In addition to the Subject Leader there are three other teachers and a native speaker language assistant. We believe that digital learning is an important tool in language teaching and encourage the use of a wide variety of resources to suit both the teacher and the pupils (who use Chromebooks at KS3&4 and their own devices at KS5). There is a large Modern Languages Office well used by the Department.



Visits Abroad

The Modern Languages Department has links with schools abroad and we currently run annual exchanges with the Ratsgymnasium in Osnabrück (Year 9, 10 and 12), the Colegi Sagrada Familia (Year 10) in Barcelona and the Lycée Victor Hugo and the Collège Léon Blum in Toulouse (Year 12 and Year 10).

Other study visits include Year 8 German trip to the Rhineland, a Year 9 French/History trip to North Eastern France, and sixth form trips to Madrid and Berlin, which are often joint with other relevant departments such as Art of History.. All these are organised and operated by members of the Department. The new member of staff would be expected to participate regularly in such trips.



[Click here to find out more about our curriculum at RGS](#)



Job Description **Form Tutor**

Accountable to: **Head of Year**



As a Form Tutor

To have responsibility to the Head of Year for the welfare, discipline and overall academic progress of the pupils/students in their form group bearing in mind their individual needs and abilities.

To be specifically responsible for:

- the daily registration of their form and supporting attendance procedures.
- being the first point of contact in the school for pupils/students and their parents in the form.
- to interpret and implement agreed school policies as they apply to the form group.
- high standards of behaviour and appearance, including monitoring the tidiness of the form room.
- monitoring behaviour and achievement.
- making pupils/students aware of the School Rules, appropriate sections of the Behaviour Policy and other school policies as appropriate.
- making pupils/students aware of Emergency Procedures and Health and Safety Matters.
- distributing appropriate letters, messages and other general information.
- overseeing and communicating with pupils/students in the form on the Form Team on Office 365 as appropriate.
- assisting in the writing of references for pupils/students in the form.
- passing on known changes in health, home circumstances and address of the pupils/students to the appropriate people.
- maintaining a general overview of the academic progress of each pupil/student and to help identify and take an interest in any problems, be they of an academic, attendance, social or personal nature.
- liaising with the relevant Head of Year and other staff where appropriate (Head of Student Development, SEN, Matron, Boarding, Counselling support, subject staff) about pupils/students in the form.
- consulting with and informing the Designated Safeguarding Lead and/or the Additional Designated Safeguarding Leads of any Child Protection concerns.
- accompanying their form as they attend the appropriate assembly according to the schedule.
- checking Homework Diaries on a regular basis as outlined in the Behaviour Policy.
- noting Achievement Points, Recognitions and Praise Cards for pupils/students in the form and passing on details to the Head of Year.
- monitoring and ensuring the punctuality of the pupils/students.
- initiating and supporting the process of goal setting for the pupils/students.
- facilitating the selection of representatives for various Student Voice activities and the Benevolent Fund, etc and encouraging two-way feedback of relevant issues.
- supporting House Assemblies and events and helping students to organise teams for Inter House Competitions.
- undertaking other duties of an appropriate nature as may be reasonably required by the Headmaster.

This job descriptions are written at a specific time and are subject to change as the demands of the governors and needs of the School change. The role requires flexibility and adaptability and employees of the School need to be aware that they may be asked to perform tasks and given responsibilities not detailed in these job descriptions.



> Person specification

	Essential	Desirable
> Qualifications	✓ Good honours degree ✓ Appropriate evidence of professional development	✓ PGCE or equivalent QTS ✓ First aid qualification ✓ Able to drive a school minibus
> Experience	✓ Ability to teach KS3 Spanish ✓ Effective classroom teacher	✓ Experience in the use of IT in teaching ✓ Experience of taking part in co-curricular activities ✓ Experience of the standard of education expected in an ambitious grammar school
> Personal Qualities	✓ Ability to relate to students of all abilities ✓ Outstanding personal relations and team working skills ✓ Willingness to contribute to the school's extensive co-curricular programme ✓ Energy, charisma and dynamism with the vision to drive and develop the subject at RGSHW in line with the school's ambitions and values ✓ Ability to promote and market RGS inside and outside of it ✓ Ability to think creatively ✓ Availability for regular trips out of school hours ✓ A good sense of humour ✓ Passion for the subject	✓ Ability to lead by example ✓ Ability to work independently 



Job Description

Form Tutor

Accountable to:
Head of Year



As a Form Tutor

To have responsibility to the Head of Year for the welfare, discipline and overall academic progress of the students in their form group bearing in mind their individual needs and abilities. Ensure that they role model and promote good character through the promotion of RGS values of Respect, Integrity and Aspiration.

To be specifically responsible for:

- The daily registration of their form and supporting attendance procedures.
- Being the first point of contact in the school for students and their parents in the form.
- Interpreting and implementing agreed school policies as they apply to the form group.
- High standards of behaviour and appearance, including monitoring the tidiness of the form room.
- Monitoring behaviour and achievement on Ed:Gen.
- Making students aware of the School Rules, appropriate sections of the Behaviour Policy and other school policies as appropriate.
- Making students aware of Emergency Procedures and Health and Safety matters.
- Delivery of form activities as directed but the Assistant Head (Student Development) and Head of Year.
- Distributing appropriate messages and other general information.
- Overseeing and communicating with students as appropriate.
- Assisting in the writing of references for students in the form.
- Passing on known changes in health, home circumstances and address of the students to the appropriate people.
- Maintaining a general overview of the academic progress of each student and to help identify and take an interest in any problems, be they of an academic, attendance, social or personal nature.
- Liaising with the relevant Head of Year and other staff where appropriate (Assistant Head - Student Development), SEN, Matron, Boarding, Counselling support, subject staff) about students in the form.
- Consulting with and informing the Designated Safeguarding Lead and/or the Additional Designated Safeguarding Leads of any safeguarding concerns.
- Accompanying their form as they attend the appropriate assembly according to the schedule.
- Noting on Ed:Gen, Achievement Points, Recognitions and Praise Cards for students in the form and passing on details to the Head of Year.
- Monitoring and ensuring the punctuality of the students.
- Facilitating the selection of representatives for various Student Voice activities and House Representatives.
- Supporting House Assemblies and events and helping students to organise teams for Inter House Competitions and
- Undertaking other duties of an appropriate nature as may be reasonably required by the Headmaster.

This job descriptions are written at a specific time and are subject to change as the demands of the governors and needs of the School change. The role requires flexibility and adaptability and employees of the School need to be aware that they may be asked to perform tasks and given responsibilities not detailed in these job descriptions.

> Teaching at RGS



There are approximately 90 teachers at the Royal Grammar School. RGS teachers are hardworking, gifted professionals who are able to inspire pupils with their enthusiasm and subject knowledge. They are committed to providing high quality teaching as well as playing a full and purposeful role in the School's extensive co-curricular programme.

Our teachers are specialists in their subjects and most have postgraduate teaching certificates. Those arriving without a PGCE are encouraged and supported to gain such a qualification soon after appointment. Continuing professional development is strongly encouraged and the School has good links with local universities, teaching schools and industry. We are associated with the Astra Alliance Initial Teacher Training programme, offering 'on the job' training in certain subjects, some with bursaries. Further details on request.

The School also follows the Astra Alliance induction programme for Early Career Teachers, led by the professional tutor. We have a healthy balance of staff, from ECTs to very experienced teachers, as well as a widespread across the age range. This mix of experience and background provides for a happy, stimulating and rewarding environment. The staff common room, in School House, is a busy and vibrant place.

> Opportunities at RGS

As a teacher at RGS, you will also be expected to contribute in some way to the School's extensive co-curricular life. You will be encouraged to use your personal strengths and interests, and may even wish to become qualified in areas previously unimagined. Sport, Spanish and drama are significant strengths as is the Combined Cadet Force and the Duke of Edinburgh scheme. The vast array of clubs and societies take place each week and RGS members of staff are rich in experience and expertise, which helps to maximise the wealth of activities on offer to our students. The vast amount of worldwide travel involved in our expeditions, sports and Spanish tours and subject-based visits provides an

unparalleled opportunity for both staff and students to broaden their horizons.



Perhaps most importantly, you will join our strong pastoral team as a form tutor, which gives all staff the opportunity to get to know a group of students well and outside your teaching subject.



> Teaching at RGS *(Cont.)*



> Accommodation

The governors are able to offer low-cost single accommodation on the school estate. We have around eight members of staff living on site, some of whom joined us as ECTs and are therefore able to help and encourage new entrants to the profession and 'away from home' teachers. This house is just two minutes walk from the RGS and ten minutes walk to the mainline railway station.

> Salary scales at RGS

Teachers' and leadership salary scales broadly follow the national scales, fully reflecting qualifications, responsibility, experience and performance. The School participates in the Teachers' Pension Scheme.

Support staff are paid on the RGS scales, which are closely related to the locally negotiated Buckinghamshire Council pay range. We are a mutually supportive team and endeavour to ensure that all staff have a healthy work/life balance.

> Common Room at RGS

The Common Room provides a cohesive, stimulating and enjoyable environment and a variety of social functions are organised throughout the year.

The Common Room is well equipped and includes tea and coffee making facilities, provided free of charge to all staff, a lounge, kitchen area and staff shower rooms.

On a day-to-day basis, the Common Room acts as an important facility for staff to meet socially, share information with others and relax!



> Facilities at RGS



All-weather sports facilities.



Swimming pool



New Sixth Form Centre



Rolling programme of classroom and laboratory refurbishment into 'state of the art' learning spaces.



Purpose-built language and Spanish suites.



The Rennie Mathematics Building with extensive, modern facilities.



Purpose-built Fraser Youens Boarding House for 70 boarders.

Click here to find out more about **Boarding at RGS**



> Our commitment to your development

Staff at RGS are dynamic, talented and innovative. We have an excellent reputation in preparing colleagues for the next stages of their career whether as teachers. We pride ourselves in attracting and retaining staff of the highest quality, supported by outstanding provision of professional development. It is difficult to encapsulate the spirit of RGS in words, but suffice it to say that all who work here regard it as a very special school indeed. Alongside a commitment to excellence is the sense of belonging to an exceptionally friendly community, where there is always genuine support for colleagues. To see the full range of activities undertaken at the school, we would encourage you to visit our website: www.rgshw.com



> Staff testimonials

Ian Wilson

School attended:

Aylesbury Grammar School (1996 - 2002)

University:

University of Sheffield (BSc Neuroscience)



Career so far

“ I joined RGS in 2021 as Deputy Headmaster. Having been educated at Aylesbury Grammar School, I could be described as a Bucks boy through and through. In fact, the only time I have ventured further afield both academically and professionally was to the University of Sheffield where I studied Neuroscience and began my teacher training. It wasn't long before I returned “down south” starting my teaching career at Dr Challoner's Grammar School and subsequently an Assistant Headship at the Royal Latin School in Buckingham; as such I have become all too familiar with the A413! As Deputy Headmaster I oversee the day-to-day running of the school. I am very early on in my tenure, but it is a real privilege to be in this position working with so many inspirational teachers and students.

What I love about RGS

I am incredibly proud to say that I work at the RGS. It's hard not to be instantly struck by the sense of community at the school. There is a significant amount of pride that permeates through every vein of the school with a strong sense of tradition. As a keen sportsman, I really value the importance of physical activity on mental health and wellbeing and this provision at RGS combined with the extensive co-curricular provision was a major factor that drew me here. Everyone including students, parents, governors and staff want RGS to be the best possible place. You would be hard pressed to find a state school that has over 60 staff supporting a co-curricular programme on top of the impressive sport support; over 400 students being actively involved in DofE is testament to this and supports the character development of the students. This is a truly committed staff! We are currently at a very exciting time where tradition is meeting innovation and the next five years in particular are going to be great for anyone to be a part of!



Sabrina Lawson

Schools attended:

Egerton Rothesay School,
Dr Challoner's High School

University:

University of Manchester
(BA Joint Hons Spanish &
German),
University of Exeter (PGCE)



Career so far

“ I joined the RGS as an NQT 15 years ago and have been fortunate enough to have had various roles within that time, including Head of Spanish, Head of MFL and Boarding Housemistress. I have spent several years working as an ASTRA Alliance Mentor for trainee teachers as well as a Visiting Tutor and have thoroughly enjoyed this aspect of the job. Watching trainee teachers flourish into highly competent and inspiring Spanish teachers is incredibly satisfying.

What I love about the RGS

apart from the students! I absolutely love the wealth of co-curricular opportunities available. I have climbed Mount Kilimanjaro, travelled around Madagascar, Morocco and Croatia with World Challenge as well as running the annual Year 10 Spanish exchange trip to Barcelona. Throughout my time here I have also enjoyed staff badminton, helping with Duke of Edinburgh expeditions as well as all the field training exercises within the CCF. There is always something that you can get involved with!



> Our Benefits

We offer a wide range of benefits to school staff, including:



Excellent pension scheme



Cycle to work scheme



Free membership of the School's Fitness Suite



Free use of the swimming pool



Staff birthday cake breaks



Staff common room with free tea & coffee



On site hot and cold food



Social functions/ concerts/plays etc



Car parking onsite



Accommodation (limited)



Long service awards

> Wellbeing



Staff padel



Staff tennis



Wellbeing week



Staff football



Staff touch rugby



End of term get-togethers



Staff yoga



Christmas party



Employee Assistant Programme



Staff badminton



Staff football



Common Room biscuit breaks

> Culture and Innovation

> Progressive Practice at RGS

Our vision is to provide an exceptional all-round education. This is not a static goal; it is a dynamic commitment to ensuring that every student and member of staff has the environment required to flourish. This philosophy, "Floreat Wycombien," is underpinned by our core values of Respect, Integrity, and Aspiration and the framework below.



Floreat Wycombienian



RESPECT

We respect all people and offer them *kindness, empathy* and are *accepting* of our differences.

Do I enable others to feel a sense of belonging?



INTEGRITY

We strive for *integrity* and act with *courage, humility* and *honesty*.

Am I living a good and right life?



ASPIRATION

We *aspire* for excellence and approach each day with an *open and curious mind, determination* and *resilience*.

Am I reaching my full potential?

We listen thoughtfully, reflect *critically* and speak with confidence about what we are learning. We *lead selflessly, serve compassionately* and *embrace innovation* in a rapidly changing world.

LEARN | LEAD | SERVE

Practical Wisdom

> Floreat Wycombienian and Character

RGS High Wycombe is proud to hold the School of Character Quality Mark, a distinction that recognises our deliberate investment in a framework shaped by theory and philosophy. We view character not as a "bolt-on" to the curriculum, but as the heartbeat of the school, encompassing key principles of human flourishing and belonging.

An important part of our approach is ensuring character is a shared responsibility across our entire staff community, implemented through three distinct pillars:

- **Taught Character:** A well-considered and sequenced character curriculum is rolled out through discrete lessons, where students engage with the concepts of "living a good life" and virtue literacy. Our students demonstrate a high degree of fluency in discussing character, understanding how virtues interact in their daily lives.
- **Caught Character:** We foster an environment where character is "caught" through consistent role-modelling by staff. Our behaviour matrix explicitly links conduct to character, helping students understand what our values look like "in action".
- **Sought Character:** Through our extensive 360° co-curricular programme, students are encouraged to develop habits that drive them to seek out opportunities to cultivate virtue outside the classroom.
- **Practical Wisdom:** At the centre of our framework is the development of practical wisdom. We empower students to reflect on their own character, giving them the tools to navigate complex moral dilemmas and make the "right choice" when values may appear to be in conflict.



> Professional Research and Development

We believe that the best teachers are practitioner - researchers who are supported to lead at all levels. Our culture of curiosity is supported by global partnerships and a commitment to evidence-based pedagogy.



International Collaboration and Research:

As active members of the IBSC (International Boys' Schools Coalition), our staff are supported with the time and facilitation necessary to engage in action research. This has recently included RGS staff sharing findings and visiting partner schools in the United States and South Africa.



Collaborative Networks:

We are members of the BASS (Boys' Academic Selective Schools) network, providing a forum for leaders at all levels to collaborate on the unique opportunities within the selective sector.



Challenge Partners:

Through this network, we contribute to and benefit from the sharing of best practice across the national school system, driving continuous improvement and system leadership.

> Innovation and Technology

Our status as a leader in educational technology is focused on preparing students for the ethical and creative demands of the future.

- **Digital Literacy:** A universal 1:1 device environment allows us to utilise technology creatively and innovatively as a fundamental tool for learning.
- **Ethical AI:** In partnership with the Good Future Foundation (GFF), where we hold the Silver Quality Mark, we are at the forefront of AI integration. We explore AI ethically as a tool for both sophisticated learning and process improvement for staff.
- **Sector Leadership:** Our work in this area has been recognised through invitations to share our practice at events such as Google and BETT.



> The Arts and Creativity

In 2023, the school received Platinum Arts mark accreditation, the highest creative quality standard awarded by the Arts Council. This reflects a culture where the arts are accessible and engaging to all, forming a vital part of our broad and ambitious curriculum. We recognise that creativity is the essential catalyst for innovation. By fostering divergent thinking and artistic expression, we directly support our excellence in STEM subjects. We believe that true scientific and technological advancement requires the imaginative leap provided by a creative education, ensuring our students approach complex technical challenges with original and innovative perspectives.



**Artsmark
Platinum Award**
Awarded by Arts
Council England



ACE School of
CHARACTER

