



## Royal Grammar School

Amersham Road, High Wycombe, HP13 6QT

Website: [www.rgshw.com](http://www.rgshw.com)

A selective day and boarding school for 1420 boys

# Teacher of Geography two days per week

**Closing date: 8.00am, Monday 10 February**

Applications should be made to the Headmaster, Philip Wayne ([dmc@rgshw.com](mailto:dmc@rgshw.com)) or via an online application.

Earlier applications would be welcome and shortlisted candidates may be interviewed before the closing date.

The selection process is outlined within this pack.

**The Royal Grammar School is committed to promoting the safety and welfare of all pupils.**

**Appointment is conditional upon at least two satisfactory references.**

**All staff are required, before taking up post, to undertake an enhanced criminal record check through DBS.**

**Social media checks will be carried out on shortlisted candidates prior to interview**

## Information for Candidates





## From the Headmaster

RGS is an exceptional place with a proud tradition, dating back 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 – 18 to Oxford and Cambridge, other stellar institutions and to the USA.

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.

Our innovative 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.

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.

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.

I am delighted that you are considering joining us.

Philip Wayne [Media Video](#)

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## Departmental Information

The department is based in its own building consisting of four large teaching rooms, a store room and a Humanities office, shared with the History department. All rooms are equipped with projectors and whiteboards.

As an academy we currently have flexibility to design our own ambitious Key Stage 3 curriculum, in line with the National Curriculum. This plays to the strengths and interests of both our teaching staff and pupils. Detailed schemes of work and lesson plans are available. Department resources are centrally stored on the school network. However, teachers are encouraged to engage and enthuse students with a love of learning according to their specialisms and interests within Geography.

At Key Stage 4 we teach the EDEXCEL B GCSE specification. Typically, three quarters (approximately 150 of 200) opt to take Geography at GCSE. Results are typically above the school average (76% 9-7 in 2024)

We follow the OCR course at A Level. Over 30 students have opted to take Geography in each of our current A Level cohorts. Results are consistently some of the best in the school (91% A\*-B in 2024). Geography continues to be a popular course for students who go on to Higher Education, including Oxbridge, with several pursuing Geography related degrees. We regularly have boys returning to tell us that the broad based and rigorous teaching they received in Geography at the RGS has made their transition to university learning much easier than for their peers.

Beyond the curriculum, we have a dedicated team of Sixth Form Subject Ambassadors. They support engagement with Geography around the school, including through social media, the promotion of reading in the School Library and through a lunchtime Geography Society.

We regard fieldwork as an integral part of a geographical education. In Key Stage 3 we gather and process data in and around the school site. Year 10 conduct fieldwork in the local area, investigating flood risk on a river and environmental quality in the urban environment. In addition, there is an optional four-day, long weekend trip to Skerne Lodge in North Devon where we undertake field studies through surfing, kayaking and coastering. In the Sixth Form, we run a four-day, residential trip to Blencathra in the Lake District to deliver the four days of fieldwork required by the exam board and support the study of Space and Place, Glaciation and Earth's Life Support Systems. In October 2025 we have a trip planned to take a group of GCSE and A Level students to Iceland.

It is expected that all staff will teach throughout the age groups, employing best practice in teaching and learning, as well as contributing fully to the wider life of the department. This includes a willingness to share ideas through regular mutual lesson observations, and accompanying department trips where possible. The school offers an excellent programme of training to support all colleagues in their continued professional development. We pride ourselves on being a close knit and supportive department, and are looking for an outstanding individual to join the team.

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## Job Description Classroom Teacher

**Accountable to:** Subject Leader

### As a classroom teacher:

- Role model good character through the promotion of RGS values of Respect, Integrity and Aspiration.
- Act as a member of the department team working under the guidance and direction of the Subject Leader.
- Undertake a share of class teaching and the associated preparation, assessment and recording of work, in line with School Policies.

### Teaching

- Provide pupils of all abilities with the opportunity to develop their character and fulfil their full potential
- Seek to deliver the school's curriculum intent by imparting skills, knowledge and attitudes to each pupil by following planned Schemes of Work within the programmes of study for each subject.
- Periodically review the methods of teaching and programmes of study in consultation with other members of the department and to contribute to the planning and preparation of courses within the department.
- Use IT as appropriate in the teaching of your subject.

### Assessment and Recording

- Set and mark work in accordance with department and school policy..
- Set and mark examinations as required.
- Set, record and monitor individual pupil progress, using this to identify the progress of pupils.
- Attend parents' meetings within the agreed RGS Reporting and Assessment Policy.

### Attendance and Behaviour

- Be responsible for the attendance and behaviour of students in your care.
- Take the register at the beginning of each lesson and inform the Attendance Administrators of any unexpected absences.
- Encourage appropriate standards of behaviour, appearance, attendance and punctuality through the consistent application of the RGS Behaviour Policy.
- Treat all students and colleagues with respect at all times, aligning with the values of the organisation.
- Use EdGen to award Achievement and Behaviour Points, to support behaviour for learning
- In case of student absence, to forward missed work to the relevant Subject Leader or Cover Administrator.

### CPD

- Keep abreast of current educational research and developments by being curious and self-reflective.
- Take responsibility for improving curriculum implementation through appropriate professional development, responding to advice and feedback from colleagues.
- Demonstrate knowledge and understanding of how all students learn and how this has an impact on teaching.
- Have secure knowledge of relevant subject and curriculum areas.
- Reflect systematically on the effectiveness of lessons and approaches to teaching and learning.
- To know and understand how to assess relevant subject and curriculum areas.
- Follow the RGS Performance Management Policy.

### Additional Responsibilities

- Carry out a share of duties, eg library periods, precinct duty and the timetabled cover rota.
- Participate in the usual meetings that relate to the curriculum or the organisation and administration of the School.
- Follow Child Protection/Safeguarding procedures.
- To understand and carry out all Health and Safety responsibilities.
- Follow School policies as agreed by the governing body.
- Play an agreed part in the co-curricular life of the school.

To undertake other duties of an appropriate nature as may be reasonably required by the Headmaster.

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## 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.*

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## Person Specification

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



## Career Development



### Iain Wilson, Deputy Head

**School attended:** Aylesbury Grammar School (1996 - 2002)  
**University:** University of Sheffield (BSc Neuroscience)

### Career

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.

### 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 5 years in particular are going to be great for anyone to be a part of!



### Jon Scourfield, Director of Boarding/Assistant Head

**School attended:** Prince Henry's Grammar School, Otley  
**University:** Brunel University (BEd Hons Physical Education)

### Career so far

In the early part of my teaching career I balanced playing professional rugby league, along with teaching Physical Education. An ACL knee injury ended my rugby playing and I joined RGS as Head of Year 7 and a PE teacher. With my sporting hat on I was initially in charge of Athletics before becoming Head of Rugby. Since the very early days of teaching I have always been involved heavily in the pastoral side of the education and I loved this interaction as Head of Year both at the junior end of RGS and then in the Sixth Form. This pastoral interaction led to the decision of taking on the role of Director of Boarding over a decade ago and I continue to be a huge advocate of the advantages of boarding education, whereby students get so many opportunities outside of the classroom. As well as Director of Boarding I am an Assistant Head, line managing Sport and Geography.

### What I love about RGS

When I finished playing rugby I wanted to work in an inspirational environment where students wanted to learn and that is so evident at RGS. I have loved working in a thriving Sports department with colleagues that have inspired generations of students to play Sport for the right reasons. Success should not be based on win ratios but on enjoyment and lifelong learning and love of a Sport. However it is in the daily interaction and pastoral support that our students get that motivates me every day. As a school we have staff that genuinely go the extra mile to try to ensure that our students become the very best versions of themselves and that they are supported upon whatever path they choose to pursue. It is the rich co-curricular programme that helps support this and I am an enormous advocate of an all-round education rather than the school being an exam factory. I know that in recent years I have seen students go on to be professional sportsmen, study Art and Fashion Design at St Martins, Law, Economics and Sciences at Oxbridge or an apprenticeship pathway. All of these successes have been due to a passion being ignited whilst they were at RGS and getting the support to follow that path.

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**This is general information for all who apply for a post at RGS. Some of it will not be relevant to this post, but I trust that you will find it useful in forming a picture of the School.**

### 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 QTS 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. The School follows the Alban and Astra Alliance induction programmes for Early Careers Teachers, led by the professional tutor. We have a healthy balance of staff, from ECTs to very experienced teachers, as well as a wide spread 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.

### Support staff at RGS

Support staff at RGS provide a vital role in ensuring that the School not only runs smoothly but continues to develop. Whether joining one of the administration teams, being a technician, a learning support assistant, gap student, and working on the finances or around the extensive school estate, RGS welcomes colleagues from all backgrounds to bring an added dimension to our staff body. A range of roles exists from part time, term time only to full time and support staff have excellent opportunities to contribute towards school life. Although we do not ask our support staff to undertake teaching roles, we warmly encourage participation in school trips and co-curricular activities as identified above, and will always welcome a discussion with those who may wish to train, as a number have done.

### 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, music 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 musical 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.

### Facilities at RGS

- Purpose-built Fraser Youens Boarding House for 70 boarders [Boarding Video](#)
  - New Sixth Form Centre
  - All-weather sports facilities
  - Swimming pool
  - Rolling programme of classroom and laboratory refurbishment into 'state of the art' learning spaces
  - Purpose-built language and music suites
  - The Rennie Mathematics Building with extensive facilities
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We are fortunate in having all our teaching facilities and games fields on a single estate, and all academic departments are housed in their own separate areas with specialist equipment and technical support where appropriate.

Digital learning is an extensive feature throughout the school, and all teachers are given the use of a ChromeBook or an iPad with appropriate training, supported by an effective wifi system.

Sports facilities, which have recently been upgraded, include 33 acres of playing fields, a 25-metre indoor heated swimming pool, cricket nets, Eton Fives courts, a modern fitness suite, sports hall, rugby pitch, two floodlit all-weather surfaces, one of which is floodlit and Cricket Pavilion. We have exciting plans for future development.

### Accommodation

The governors are pleased to be 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, benefits and wellbeing 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. For the benefit of support staff, the School participates in the Local Government Pension Scheme. We are a mutually supportive team and endeavour to ensure that all staff have a healthy work / life balance.

<b>We offer</b>	<b>Wellbeing</b>
<ul style="list-style-type: none"> <li>● Excellent pension scheme</li> <li>● Cycle to work scheme</li> <li>● Free membership of the School's Fitness Suite</li> <li>● Free use of the swimming pool</li> <li>● Tax efficient purchases of gadgets through the tech scheme</li> <li>● Staff common room with free tea &amp; coffee</li> <li>● On site hot and cold food</li> <li>● Social functions/concerts/plays etc</li> <li>● Car parking onsite</li> <li>● Accommodation (limited)</li> <li>● Long service awards</li> </ul>	<ul style="list-style-type: none"> <li>● Staff football</li> <li>● Staff Yoga</li> <li>● Staff badminton</li> <li>● Staff tennis</li> <li>● Staff touch rugby</li> <li>● Christmas party</li> <li>● Secret buddy</li> <li>● Wellbeing week</li> <li>● End of term get-togethers</li> <li>● Staff birthday cake breaks</li> </ul>

### Common Room at RGS

The Common Room exists as a formally constituted body of the teaching and support staff within the School. The committee consists of a Chairman, Treasurer and Secretary. 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, collect mail and circulars, share information with others and relax!

### Appointment

The Royal Grammar School is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment. All appointments are subject to:

- the obtaining of an enhanced DBS clearance;
  - confirmation of your eligibility to work in the UK;
  - view of original degree and teaching certificates;
  - receipt of two satisfactory references; and
  - social media checks.
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## Equal Opportunities

The Royal Grammar School is committed to equal opportunities for all its students and staff, irrespective of race, colour or nationality, gender, marital status, family circumstances, religion, sexual orientation, age or disability. There will be no discrimination on these grounds, or for any other reasons which cannot be shown to be justified. Students applying for admission to the school and candidates for posts at the school will be treated according to school policies on admission and recruitment and with regard to British and European legislation. Attention will be paid to the importance of equal opportunities education in both the formal and informal curriculum and our curriculum will be reviewed at frequent intervals to ensure that this policy is reflected in practice. The Headmaster is responsible to the Governors for monitoring this policy. The school operates an Equality Cohesion Policy.

## Results

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

- 90% of our students accepted higher tariff universities
- 14 students were offered unconditional places at Oxbridge

## Values

Respect - Integrity - Aspiration

## Vision

- Our vision is to offer our students an exceptional all-rounded education

## Mission

At RGS we nurture the individual potential and character of every student to help them become confident, socially responsible young people. prepared for happiness and success in their adult lives.

## 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 or support staff and will find a wealth of opportunities available here with regard to their professional development. We ask that all staff choose and sign up to something that genuinely interests and excites them and that they work on this throughout the course of the academic year. We currently have staff undertaking NPQs, staff involved in our Challenge Senior and Middle Leaders courses and approximately 45 staff involved in our Strategy Groups which are designed to feed into our school priorities. Additionally, we offer First Aid courses, Mountain Leaders courses and Health and Safety qualifications but to name a few. See [here](#) for more details.

## High Wycombe

The Royal Grammar School is about one mile from the centre of High Wycombe, which has a large shopping precinct, several out-of-town shopping areas, a theatre, two multiplex cinemas, new sports centre with a 50m competition pool and a large Waitrose. High Wycombe is 25 minutes from London Marylebone on a fast train, the station being 10 minutes' walk from the school. The town is well-served by cultural and sporting activities. There is considerable apartment accommodation in the town itself though within a short distance the suburbs, with a range of housing stock, commence in all directions. High Wycombe is surrounded by attractive villages, which offer a range of housing from idyllic cottages to large detached properties in the countryside. The town of Marlow, an attractive riverside market town, is a few minutes' drive and Oxford is easily reached via the M40 or by train. Buckinghamshire is renowned for its schools with a range of excellent state primary schools, prep schools, grammar schools and non-selective secondary schools.

**How to find us:** Amersham Road, High Wycombe, HP13 6TQ

**By road:** If travelling from the M40, leave at Junction 4. Follow signs for A404. RGS is situated at a set of traffic lights on the left-hand side at the top of Amersham Hill.

**By rail:** High Wycombe Train Station is situated on the Amersham Road and is a 20-minute walk (uphill).

## How to apply

Please complete the application form. Further information should be added to the 'supporting statement' section in the form. If you wish to send your cv, please email it directly to the Headmaster's PA at [dmc@rgshw.com](mailto:dmc@rgshw.com).

## Interviews

Interviews will include teaching a lesson. There may be other selection tasks commensurate with the role you are applying for. Those being called for an interview will hear asap when full details of the interview process will be given. All candidates invited for an interview will be required to prove their identity and their entitlement to work in the UK.

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