

ERSKINE STEWART'S MELVILLE SCHOOLS' GOVERNING COUNCIL

STEWART'S MELVILLE COLLEGE



APPOINTMENT OF TEACHER OF RMPS

THE SCHOOL

Stewart's Melville College is the result of a merger in 1972 between Melville College, founded in 1832, and Daniel Stewart's College, founded in 1855. Since 1989 the Royal Company of Merchants of the City of Edinburgh, which had administered Daniel Stewart's from its foundation, has delegated powers to the Erskine Stewart's Melville Schools' Governing Council.

Stewart's Melville College is a school for boys aged 12 - 18. There are approximately 760 boys, of whom about 25 are boarders. The School enjoys an excellent academic reputation and prides itself on the range of musical, dramatic and other extra-curricular opportunities offered to its boys. The playing fields and Pavilion at Inverleith underpin a fine tradition in rugby and cricket and boys also have access to the hockey pitches and other sporting facilities at The Mary Erskine School.

Since 1978 the school has been twinned with **The Mary Erskine School**. Through this arrangement, the senior schools are separate and single-sex but are each led by the Principal, while all the girls and boys below the age of 12 are educated together in the **ESMS Junior School**. Senior school boys and girls come together in orchestras, choirs, dramas and musicals, as well as in numerous Outdoor Education projects and in the Combined Cadet Force. Since August 1999, the Sixth Year has been a genuinely 'twinned' experience, with boys and girls jointly comprising a single academic, pastoral and social unit.

Stewart's Melville College was inspected by Her Majesty's Inspectorate in 2017 and was highly commended in the subsequent report. It was named The Sunday Times Scottish Independent Secondary School of the Year in 2013.

The Erskine Stewart's Melville Schools have a charitable foundation and today provide financial assistance to over 150 bursary holders, who attend Stewart's Melville College or The Mary Erskine School.

BUILDINGS

The School surrounds the majestic buildings designed by David Rhind for Daniel Stewart's College in 1855. Most of the other buildings are relatively modern and facilities have been notably enhanced during the past decade. The Sixth Form Centre and Swimming Pool were completed in 1999, The Tom Fleming Centre for the Performing Arts was created in 2007, a floodlit hockey and football all-weather facility and the Hockey Pavilion were opened in 2010, and the Dining Hall and Lecture Theatre have been renovated in recent years along with all academic departments which are now fully equipped with interactive boards and wi-fi. The Music facilities have been recently extended to include a recital room and The Dean, adjacent to the campus, has been purchased and converted into another performance and conference space.

CURRICULUM

The Erskine Stewart's Melville Schools are committed to the all-round personal development of all children in their care. Their education is underpinned by nine values: appreciation, commitment, confidence, enthusiasm, grace, integrity, kindness, respect and responsibility.

The school follows its own curriculum prior to examination years. The Curriculum for Excellence is not followed. Boys generally sit the public examinations prescribed by the Scottish Qualifications Authority. It is normal for boys to sit a combination of eight subjects at National 5 and to proceed to Higher courses in S5. The majority will return for a final year in the Sixth Form, with the vast majority taking Advanced Highers. 'A' Levels are offered in Art, Music and Product Design.

TEACHERS

There are approximately 80 teachers at the school. They rely on an excellent team of support staff, whose high standards contribute greatly to the quality of the school.

PROFESSIONAL REVIEW AND DEVELOPMENT

All teaching and support staff participate in a three-year cycle of professional review.

EXTRA CURRICULAR ACTIVITIES

Teachers are expected to play a full and active part in the extra-curricular life of the school. The ability to contribute to the Games programme (particularly hockey), the Combined Cadet Force (particularly the RAF section) and the Duke of Edinburgh Award would be most welcome.

THE DEPARTMENT

The RMPS Department consists of five full-time members of staff, two of whom are Members of the Management Team.

The Department delivers Religious, Moral and Philosophical Studies to S1 and S2, and core courses (“Enrichment”) in S3, S4 and S5. The department also delivers examined RMPS courses to S3 and S4 (National 5), S5 (Higher) and Sixth Form (Advanced Higher). At Advanced Higher level, classes are twinned with The Mary Erskine School.

The Department has consistently grown over the years and the subject has become increasingly popular. There are three National 5 classes in the current S3 and three National 5 classes in S4. There are also three full Higher classes this session and three twinned Advanced Higher classes, one at Stewart’s Melville College and two at The Mary Erskine School.

The department will move into a brand new suite of classrooms from the start of the 2020/2021 session.

There are close links with the RMPS Department at The Mary Erskine School, with whom Sixth Form classes are twinned.

Academic standards within the Department are very high: in the 2019 exam diet, 94% of National 5 candidates achieved an ‘A’ grade, 81% of Higher candidates and 67% of Advanced Higher candidates also achieved an ‘A’ grade.

THE POST

This is a permanent, full-time post commencing in August 2020. The successful candidate will be accountable to the Head of RMPS at Stewart’s Melville College. He/she will be expected to teach RMPS at all levels up to and including Advanced Higher. The Department is seeking an enthusiastic teacher with good academic qualifications in RMPS, who is able and willing to make full use of the resources available within the Department.

The successful candidate will also be required to -

- Assist in the development of courses (core and examined) for pupils at all stages in the school.
- Assist in the provision and updating of departmental resources.
- Attend all departmental meetings.
- Keep abreast of the latest developments in teaching RMPS, both in Scotland and the rest of the United Kingdom.
- Identify professional training needs and take on responsibilities that will contribute to their professional development.
- Attend relevant INSET courses, provide feedback through departmental meetings, insights gained from INSET courses and put principles learned into practice.
- Attend and help plan departmental co-curricular activities.

A generic job description for a Classroom Teacher at Stewart's Melville College is appended.

REMUNERATION AND OTHER CONSIDERATIONS

Remuneration will be on the school's own scale, which is above that paid in the State Sector, and is dependent on qualifications and experience. All teachers are entitled, in term time, to school lunch, free of charge, in return for supervisory duties.

Please note that the school operates a No Smoking Policy and smoking is not permitted on the school campus at any time.

FEE CONCESSION

Teachers with children at the Erskine Stewart's Melville Schools are entitled to a tuition fee discount of 50% from Nursery to Sixth Form.

APPOINTMENT PROCEDURES

Applications should be in the form of a letter, addressed to the Principal, and should be supported by a full *Curriculum Vitae* along with the names, addresses and contact details of two referees. They should be sent by email to recruitment@esms.org.uk or by post to the HR Administrator, Erskine Stewart's Melville Schools, Ravelston, Edinburgh EH4 3NT, from whom further particulars may be obtained. This information can also be found on our website.

The closing date is 12 noon on Monday 3 February 2020.

Job Specification for a Classroom Teacher in Erskine Stewart's Melville Schools (Updated November 2007)

Every teacher in the Schools is expected to possess, or work towards possessing, the competencies and skills which are recognised nationally by the GTC and in accordance with the Schools' policies. These competencies and skills are listed below.

Teachers are expected to respond to the needs of the subject department (Senior School) or year group (Junior School) by following reasonable instructions from their Head of Department or Year Group Leader.

Curriculum Content

- ◆ demonstrate a sound knowledge of, and practical skills in, the subject or subjects forming the content of his or her teaching, at a level which allows him or her to stimulate and challenge pupils, and to recognise and address barriers to pupils' learning specific to the subject being taught.
- ◆ be able to play his or her full part in developing pupils' skills in literacy and/or numeracy.
- ◆ be able to use ICT and appreciate how to apply it effectively in learning and teaching (once trained).
- ◆ to contribute to the personal and social education of pupils within the Schools.
- ◆ with colleagues, be able to plan and prepare coherent teaching programmes and lessons, including homework, which ensure continuity and progression in children's learning.
- ◆ have a knowledge of the learning process, curriculum issues and child development.

Communication and approaches to teaching and learning

- ◆ be able to motivate and sustain the interest of all children in a class.
- ◆ explain to and communicate with children clearly and in a stimulating manner.
- ◆ question children effectively, and respond to their questions and support their contribution to discussions.
- ◆ employ a range of teaching strategies, including use of homework to reinforce and extend work in class, and be able to select strategies appropriate to the subject, topic and children's needs.
- ◆ select and use in a considered way, and in a number of different learning and teaching situations, a wide variety of resources.
- ◆ demonstrate the ability to teach individuals, groups and classes.
- ◆ set expectations and pace of work which make appropriate demands on all children and ensure that more able and less able children are effectively challenged.
- ◆ identify and respond appropriately to children with difficulties in learning and recognise when to seek further advice in relation to their specific educational needs.
- ◆ respond appropriately to cultural, gender, linguistic, religious and social differences, and to disabilities among children.

- ◆ encourage children to take initiatives in, and become responsible for, their own learning.
- ◆ work co-operatively with other professionals and adults in the schools.
- ◆ set an example to children in conduct and appearance.
- ◆ evaluate and justify the approaches taken to learning and teaching.

Classroom Organisation and Management

- ◆ be able to organise classes and lessons to ensure that all children are productively employed when working individually, in groups or as a class.
- ◆ be able to demonstrate knowledge about, and to apply, the principles and practices which underlie good discipline and which promote positive behaviour.
- ◆ be able to create and maintain a stimulating, purposeful, orderly and safe learning environment for all children.
- ◆ be able to manage children's behaviour fairly, sensitively and consistently by the use of appropriate rewards and sanctions and know when it is necessary to seek advice.
- ◆ demonstrate a knowledge of, and contribute to, strategies to prevent bullying.
- ◆ be able to evaluate and justify actions when managing children's behaviour.

Assessment

- ◆ demonstrate an understanding of the principles of assessment and the different kinds of assessment which may be used.
- ◆ be able to assess children's attainment in line with the Schools' policy and against national standards where assessment leads to certification.
- ◆ be able to monitor, assess, record and report on aptitudes, needs and progress of individual children.
- ◆ be able to provide children with constructive oral and written feedback on their progress on a regular basis.
- ◆ be able to use the results of assessments to evaluate and improve teaching and to improve the standards of attainment.

National and Whole School Issues

- ◆ demonstrate an understanding of the Scottish educational system.
- ◆ demonstrate a knowledge of and uphold and support Schools' policies, Schools' Development Plans and his or her Department's Development Plan.
- ◆ demonstrate a working knowledge of his or her contractual, pastoral and legal responsibilities.

- ◆ demonstrate an awareness of his or her responsibilities for contributing to the ethos of the School, for example by promoting positive relationships among staff, parents and children.
- ◆ be able to report to parents about their children's progress and discuss matters related to their personal and social development in a sensitive and constructive way.
- ◆ demonstrate an understanding of the way roles and responsibilities are shared among staff and how to obtain help from staff within the Schools, including those with responsibility for the curriculum, guidance, learning support and staff development.
- ◆ be willing and able to contribute to the extra-curricular life of the Schools.
- ◆ demonstrate an understanding of and adhere to the guidelines in the ESMGC child protection policy.

The values, attributes and abilities integral to teachers

- ◆ be committed to and enthusiastic about teaching as a profession and encouraging children to become learners.
- ◆ be committed to promoting children's achievements and raising their expectations of themselves and others, in collaboration with colleagues, parents and Governors.
- ◆ value and promote the moral and spiritual well-being of children.
- ◆ self-evaluate the quality of his or her teaching and set and achieve targets for professional development.
- ◆ demonstrate the abilities associated with analysing situations and problems, seeking solutions and exercising sound judgement in making decisions.
- ◆ value and promote equality of opportunity and fairness and adopt non-discriminatory practices, in respect of age, disability, gender, race or religion.
- ◆ demonstrate a commitment to undertaking continuing professional development in order to keep up-to-date with and respond to changes in education.