



The Royal School

Wolverhampton



**CANDIDATE INFORMATION PACK
ALL THROUGH PE TEACHER (MALE)
START DATE SEPTEMBER 2026**



WELCOME MESSAGE FROM OUR PRINCIPAL

Dear Candidate,

Thank you for your interest in the post here at The Royal School, Wolverhampton. We are keen to make sure you have a clear sense of our journey so far, and the direction we are heading, as you consider whether this is the right school for you.

The Royal is shaped by a distinctive heritage; a long-standing commitment to academic excellence and character education; and a strong civic mission rooted in inclusion and opportunity. Our work is values-led and purpose-driven: widening access, strengthening belonging, and enabling every young person to thrive and achieve their best.

The Royal School, Wolverhampton is a non-selective, co-educational, all-through day and state boarding school for pupils aged 4–19, serving Wolverhampton and the surrounding area. Through our boarding provision, pupils also join us from across the world, bringing a wider national and international perspective that enriches school life for everyone. Alongside a strong academic curriculum, we place real emphasis on wider learning—sport, music, the arts, clubs, leadership and service—so that pupils develop confidence, character, and the ambition to succeed locally, nationally and internationally.

We are privileged to have the support of our Patron, HRH The Duke of Edinburgh, and we are entering an exciting phase of development, including planned redevelopment of all of our facilities and learning environment starting later this year.

We welcome your application to be part of our community and would be delighted to invite you to visit and see the school in action, or to call us to talk the role through.

Mr Tom Macdonald
Principal



Job Description:

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|-----------------------------|-------------------------------|
| Job Title: | All through PE Teacher (Male) |
| Accountable to: | Vice Principal |
| Terms of employment: | Full time |
| Start Date: | September 2026 |
| Salary: | MPS |

The Royal School are seeking an enthusiastic and innovative PE teacher to join our thriving all-through school. The ability to teach a range of sports in both primary and senior school including GCSE PE and Cambridge National Sport Studies to KS4 and BTEC KS5 is desirable. This role is suitable for ECTs and a male teacher due to split teaching in senior school.

The PE department is increasingly popular with pupils and an extensive range of extra-curricular sporting activities has contributed to achieving Sportsmark Gold in both the primary and secondary phase. The PE department holds a range of city titles and has represented Wolverhampton in the Black Country games in a variety of sports in all phases. A commitment to after school clubs is essential, and the desire to fulfil the extensive fixture calendar is a priority. The ability to drive a minibus is desirable and training can be provided. The Royal School has its own dedicated sports centre including a 25m swimming pool, fitness room, astro-turf, pitches and courts and is expecting new facilities as part of our rebuild and refurbishment programme.

Are you the person to stretch, challenge, support and inspire our students in and outside of the classroom? The school's distinctive ethos and culture where a truly holistic view of the personal development of the child is central to all that we do. The wider 'enrichment' programme at this all-through 4-19 boarding and day school is essential and helps develop confident pupils well equipped for life beyond the school. All staff contribute to this extensive programme with their personal interests and to join in with existing activities.

As a result of The Royal School's excellent CPD programme and the supportive sport team, the successful candidate will have the opportunity to: develop professionally; improve and extend their knowledge; develop skills and experience; share outstanding and innovative practice; and contribute to the development of an exciting, challenging and supportive learning environment in and outside of the classroom.

The Royal School is at an exciting time of development. The free school is an all-through (Reception to Y13) 'independent' school without day fees whilst still providing excellent boarding at affordable fees. The school is heavily oversubscribed, and our provision will expand further following our multi-million rebuild and refurbishment programme allowing us to offer even more enrichment activities, a broader curriculum and improved facilities, enabling us to extend and enhance still further the range of opportunities for all our young people.

The Royal School has achieved excellent academic results throughout its history and has an outstanding reputation for nurturing and developing confident, well-disciplined and successful individuals who progress successfully to the next stage of their life and career. We relish this next phase in its existence, which enables us to review and build on our current success in preparing our young people for a rapidly evolving world. We hope that you will share in this passion for a broader educational opportunity.

Please, visit The Royal School website for further information and details of how to apply and we welcome personal visits to the school to see for yourself this vibrant, heavily oversubscribed school community.

CVs are not accepted for this position.

Purpose of the role

To provide the highest quality of education, care and preparation for life for all students in the school in accordance with the New Teacher Standards (Appendix 1 and indicated in brackets through the rest of this document in italics).

To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.

To lead and manage the subject area by modeling the school's vision and values through implementation of agreed policy, practices and procedures.

To work closely with the Subject Leader and teaching staff to promote effective working to improve learning and teaching and raise achievement for all students, in the subject.

To motivate staff and pupils.

To maintain The Royal School's high academic and wellbeing expectations.

To actively contribute to the co-curriculum.

Main core duties (in addition to teacher job description):

Main Responsibilities

To participate with the Subject Leaders, Vice Principal Curriculum, Learning & Teaching and other colleagues in the development of appropriate syllabuses, materials, schemes of work and lesson plans, which should engage, stimulate and challenge students of all abilities, and should cater for all learning styles. This may include taking responsibility for particular courses; (TS1, TS4, TS5)

To ensure that all lessons are planned, prepared and delivered with clear differentiation to cater for students of all abilities and backgrounds whilst ensuring individual student progress; (TS1, TS2, TS5)

To share in the preparation and delivery of SMSC elements in all lessons across the curriculum; (TS8) Employ a variety of interactive teaching methods appropriate to the age and ability of each individual student to promote a love of learning and children's intellectual curiosity; (TS4)

Impart knowledge and develop understanding through effective use of lesson time; (TS3,TS4)

To maintain an up to date knowledge of the subject, and utilise a range of teaching methods in line with currently acknowledged best practice; (TS3) ·

Main core duties cont. (in addition to teacher job description):

Finance

To be informed about the financial basis of the operation of the school and to assist in seeking ways of deploying resources to the maximum benefit of the students; (TS8)

To ensure that equipment, books and premises are maintained in accordance with school policies. (TS8)

General Duties

To adhere to the policies and procedures of the Royal School.

To carry out 'the duties of a schoolteacher' as set out in the Schoolteachers' Pay and Conditions Document & Teacher Standards.

To share in the corporate responsibility for the development and well-being of all students.

To share in the corporate responsibility for the development of E Learning, the innovative use of ICT and Enterprise activities as laid out in the Vision for the School.

Make a positive contribution to the wider life and ethos of the school;

Demonstrate consistently the positive attitudes, values and behaviour which are expected within the School community based on mutual respect between students and staff

To take a pro-active part in the school's performance management system, both as a reviewer and reviewee, with the ultimate aim of improving standards of teaching and learning in the school.

To take reasonable care of one's own health and safety and that of others and inform the Estates Manager of any concerns with regard to health and safety

Undertake such duties as may from time to time be reasonably assigned by the Principal.

Ethos

Promoting the ethos of the School, as expressed in the mission and vision statements, is a shared responsibility to which teaching staff make a significant contribution.

Person Specification

| SPECIFICATION | ESSENTIAL | DESIRABLE |
|--|---|--|
| <p>Education/ Training</p> <p>Experience</p> | <p>·PGCE/Qualified Teacher Status Graduate in appropriate discipline</p> <p>·Developing or assisting with formulation of schemes of work and resources to respond to the needs of learners and to meet the ongoing exam reforms and curriculum change. Experience of teaching across the age range 11-18</p> | <p>Evidence of further personal and professional development</p> |
| <p>Skills and Qualities</p> | <p>·Excellent I.T. Skills.</p> <p>·Belief that everyone is entitled to a learning experience that is characterised by enthusiasm and excitement and that encourages self-belief.</p> <p>·Excellent organisation skills, proven record of planning monitoring and evaluating and reviewing development plans.</p> <p>·Proven behaviour management skills.</p> <p>·Excellent classroom skills.</p> <p>·Ability to face and overcome challenging situations. Ability to de-personalise challenging situations.</p> | <p>Excitement in researching, assessing and adopting new ideas, approaches and resources</p> |

Person Specification

| SPECIFICATION | ESSENTIAL | DESIRABLE |
|--|--|--|
| <p>Professional Knowledge and Understanding</p> | <ul style="list-style-type: none"> ·Familiarity with curriculum developments across Key Stages 3-5 in teaching and learning, assessment and qualifications. ·Excellent subject knowledge to be able to motivate pupils and prepare them successfully for the next stage of their academic career. Ability to teach in all Key stages and to all abilities | <p>Considered engagement with developments in learning</p> |
| <p>Personal Qualities</p> | <ul style="list-style-type: none"> ·Ability to safeguard the welfare of children ·Ability and desire to empower all students and colleagues ·Commitment, enthusiasm, energy and stamina ·A sense of humour ·Commitment to own personal and professional development ·Willingness to be involved in the wider life of the boarding and day school community ·Emotional intelligence and empathy ·Ability to appreciate and demonstrate the importance of a healthy work-life balance ·Set a personal example which models the joy of learning ·Ability to form and maintain appropriate relationships with children and young people and their parents/carers. Open collaborative management style | |



PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



Ethos



- A values-led culture that blends the Royal’s heritage with a modern, outward-facing ambition: to help every young person and adult in our community to “Be Extraordinary.”
- Excellence and breadth across the curriculum, with strong opportunities to flourish in the arts, sport, STEM and academic study, so that pupils can find and develop their individual strengths.
- A rich co-curricular and enrichment offer, delivered through our extended day and wider experiences programme—sport, music, performance, clubs, leadership and service—building cultural capital, confidence and life skills that strengthen academic success.
- An inclusive all-through community (4–19) with vertical House structures and strong pastoral and wraparound care, ensuring pupils joining at any phase are known well, supported thoughtfully and challenged to meet ambitious, personalised goals.
- A distinctive day and state boarding community that strengthens belonging, independence and personal responsibility, supported by positive relationships, alumni connection and meaningful engagement with Wolverhampton and the wider region.
- A shared belief—staff, pupils and families—that learning and character development open doors, and that education is most powerful when it combines knowledge with wisdom, purpose and service.
- A commitment to staff wellbeing and morale, with a culture that supports sustainable workload, encourages colleagues to take a “family first” approach, and values kindness, teamwork and professional trust.
- A unique setting in the heart of Wolverhampton—rooted in the city and serving local families—while our boarding dimension brings a wider national and international perspective that enriches school life for all.



The Royal School Values

RESPECT

The respect we have for one another can be seen in the diversity of our community and the acceptance of all pupils, staff and families for who they are. Respect is seen in the exemplary behaviour of our pupils and the care given to them by our staff.



TRUST

All success is founded on taking the first step into the unknown. We support our community to take risks and encourage them to develop the skills they need to be resilient. We aim to nurture their love of risk so they keep that excitement throughout their whole lives.

COMMUNITY

We truly feel like a 'Royal Family'. We welcome families, pupils and staff into our community and encourage everyone to play an active part in building strong links to our school. We provide opportunities through events such as Founders' Day and Prize Day.

INITIATIVE

Initiative and independent learning is built into our curriculum and encouraged through our extended day provision. We encourage our pupils to solve problems themselves and work hard to give them the tools to do so.

RISK

At The Royal School, our pupils take pride in being trustworthy learners. As a school, we trust our teachers to support all pupils in their learning and personal development. This trust is seen in the outstanding curriculum that is delivered every day, and the range of experiences on offer.



What we offer

Teaching at The Royal Senior School provides:

- An exciting opportunity to join a culture of innovative curriculum practise and a unique ethos.
- The chance to join a team of outstanding leaders and practitioners and be at the forefront of developing educational approaches across the city.
- A supportive and caring team - which aspires to develop the leaders of tomorrow and provide the best opportunities for professional growth.
- The opportunity to lead a culture that is committed to the development of 'character' enabling all children to make the best progress in their academic, sporting, musical and aesthetic experience.
- You will be passionate about continuing to further grow our expectations of high performance and outstanding pastoral care.

If you would like to contribute to our school, then we would love to hear from you!



We have a range of strategies to help our pupils achieve success at whatever point they join us in their educational journey. They are:

- The strong ethos of the school.
- The opportunities provided through an 'all-through' approach.
- The provision of exceptional age-related pastoral care.
- Our extended day and Enrichment Programme

Such strategies have been evidenced through a range of recent national studies as having maximum impact on the motivation, self-esteem, and attainment of those pupils at greatest disadvantage.



Excellence for all: inspiring individuals to achieve their personal best and to compete and contribute as local and global citizens.

We build an aspirational culture through our senior mandatory and balanced co-curricular programme. Including:

- Combined Cadet Force (CCF) for all.
- Access to Excellence through the Elite Swimming Academy.
- Sports.
- Performing arts.
- Cultural, aesthetic, and intellectual development.

This encourages our pupils to become confident, resilient, caring, and enterprising individuals. Yet at the same time, they are trained to operate as leaders, mentors, and members of a team in the widest sense.

Our Boarding dimension helps us to:

- Enrich to our school and local community.
- Support our fundamental ethos of 'wrap around care' (which includes our 'day boarding', offering additional enrichment, targeted support and intervention, and supervised study sessions).
- This has also strengthened our care of children who attract Pupil Premium, Children who are Looked After (CLA) and any child experiencing a temporary difficulty in home circumstances because we have an on-going flexibility in supporting those most disadvantaged to succeed.

This leads to:

- Working constructively with the Local Authority in Wolverhampton, and more widely with Sandwell and Dudley in supporting CLA and pupils with a Statement of Need/SEND.
- Developing our role in broadening local choice and diversity, and simultaneously raising aspirations and outcomes.
- Being able to address the urgent demand for more local pupil places, at both primary and secondary.
- Being able to provide a supportive community for vulnerable pupils, including, as recently requested, unaccompanied refugee children who would benefit from the boarding environment we offer.
- Being able to empower our pupils to grow, successfully challenge stereotypical assumptions and exceed their expectations within a nurturing, inclusive and culturally diverse community.



Benefits Of Working At The Royal

The Royal School offers significant benefits for its staff:

- Regular CPD programme and investment in training
- Access to NPQ programmes
- Staff laptop
- Cycle to work scheme
- Opportunities for you and your family to attend boarding activities e.g. parties, Alton Towers, visits to cities and museums
- Two additional weeks holiday compared to many schools (one week prior to Christmas, one week early in the summer)

The school's distinctive ethos and culture where a truly holistic view of the personal development of the child is central to all that we do. The wider 'enrichment' programme at this all-through 4-19 boarding and day school is essential and helps develop confident pupils well equipped for life beyond the school. All staff contribute to this extensive programme with their personal interests and to join in with existing activities.

Application process



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| Closing date | Friday 15th May (Midday) |
| Tours | Available upon request |
| Enquiries and completed applications to: | Linda Callaway lcallaway@theroyal.school |



How to find The Royal School

By Car: Postcode WV3 0EG

By Rail: Wolverhampton Train Station is located at WV1 1LE.

The Local Area

The Royal primarily serves the local Wolverhampton area, as well as Shropshire, Staffordshire, and the greater West Midlands. We also maintain our long-established boarding culture and have 80 boarding places taken up by students from far and wide.

Wolverhampton is a vibrant city in the West Midlands, where you can enjoy a rich cultural and historical heritage.

Ideal for family days out to support learning visits can be made to Wolverhampton Art Gallery, Bantock House Museum Wightwick Manor.

The Halls, The Grand Theatre and Arena Theatre offer shows and entertainment.

Close to Baggeridge Country Park, West Park, The Wrekin, countryside is close to relax and enjoy walks.

Close transport links to Birmingham and Telford for more culture, shopping and a diverse selection of cuisine and entertainment.

The Royal School Wolverhampton

Penn Road
Wolverhampton
WV3 0EG

Phone 01902 341230
Email reception@theroyal.school
Website www.theroyalschool.co.uk

