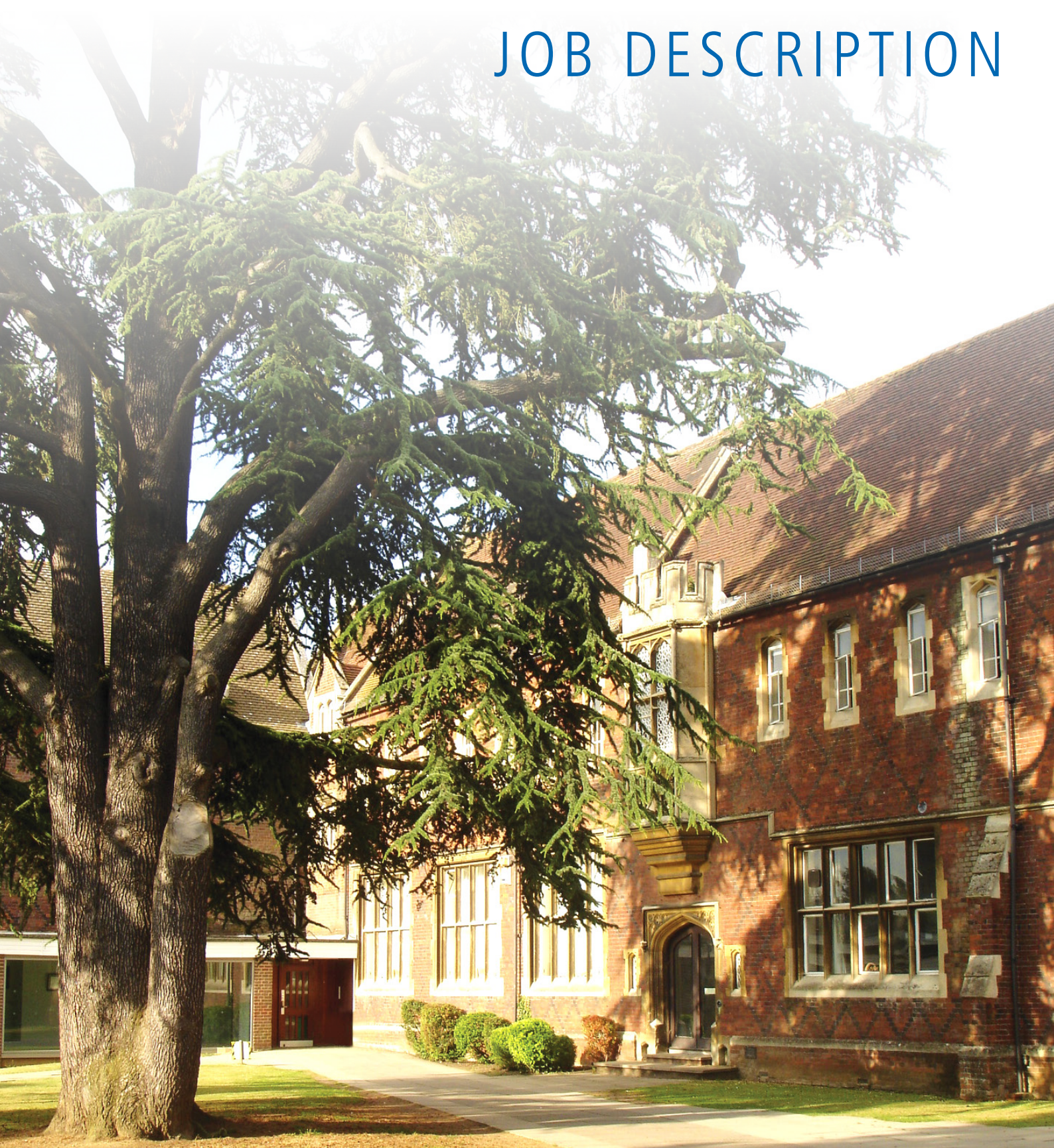


TEACHER OF GERMAN

JOB DESCRIPTION



Hockerill Anglo-European College is a co-educational 11-18 state school, set in a leafy parkland campus in the market town of Bishop's Stortford. Hockerill is an International Baccalaureate (IB) World School, a thriving and caring academic community, which places a very strong emphasis on international outlook and global citizenship.

The College currently has 837 students, almost 300 of whom are residential boarders and there are 75 flexi/day-boarders. As a 24-hour community, the College offers a wealth of extra-curricular activities and an unstinting commitment to pastoral care. With a vibrant, international ethos, it attracts students from both the UK and overseas. The College timetable reflects the boarding nature of the school with lessons on approximately half of the Saturday mornings in the year (23).

Hockerill is committed to engaging and motivating its students through high academic standards, innovation and diversity and we offer a wide-ranging and exciting provision.

THE CURRICULUM

Hockerill's curriculum is innovative and exciting and the Vice Principal (Curriculum) will play a pivotal role in leading and developing all aspects of teaching and learning.

The IB is at the heart of everything we do. The Diploma Programme is now in its twentieth year and numbers in the Sixth Form stand at 252. There is a very wide range of Diploma Programme subjects and nearly all teachers have the opportunity to teach Sixth Form classes.



Hockerill has the Middle Years Programme in place in Years 7-9, however the IB Approaches to Teaching and Learning philosophy is active in all classes. MYP students choose either French or German in Year 7 and study Music bilingually. In Year 8 students start a second Modern Foreign Language with a choice of French, German, Spanish, Mandarin, Japanese and Italian. Students have a broad and balanced curriculum which encompasses all areas of the MYP. We ensure that students nurture the big ideas with concept-based teaching and learning securely rooted in global contexts.

The College's mission "to develop enquiring, knowledgeable, responsible global citizens through academic excellence" is very important as are its values of high aspirations; strong community; progressive curriculum; international outlook; and traditional

approach. Hockerill is an environment in which the individuality of each of its students is valued and there is mutual respect between staff and students. There is a deliberate focus not only on realising students' academic potential but also on excellent behaviour, kindness, manners, correct and smart uniform, and activities outside the classroom. Developing an all-round student is very important at Hockerill and we consciously look to enhance and improve what we offer to our students.

Hockerill is currently ranked top of the UK Comprehensive (and partially selected) schools list compiled by the Sunday Times Parent Power, based on both its IB and GCSE performance in 2017. This summer our Year 13 students gained an average point score of 36 points, while 21% achieved 40 points or above, which placed them in the top 5% globally and equated to 4A* at A Level. 98% of students secured their place at their chosen university or higher education institution with 77% of students securing a place at a Russell Group university. Hockerill is also a previous recipient of the Sunday Times IB School of the Year.

Hockerill's GCSE results are also consistently high with its best-ever results in 2017 when 58% of students achieved A*/A/9/8/7. Hockerill also performs very strongly in its Progress 8 scores. Year 10 and 11 students follow a broad and academic curriculum and typically take 10 GCSEs, including two modern languages and combined or triple award science. They also study at least one humanities subject (which is often taught bilingually). Hockerill offers PE, Economics, Japanese and Mandarin, as well as a variety of technology subjects. The College also offers the Certificate of Personal Effectiveness, as an additional course of study in Years 10 and 11.

Hockerill has also received Outstanding in all categories in its recent Ofsted boarding inspection (2016) and its last academic Ofsted inspection (2007).

EXTRA-CURRICULAR ACTIVITIES

Hockerill actively promotes internationalism and the concept of the Global Citizen through its rich programme of overseas trips and exchanges in Europe, Africa, Asia and North America.

Students are encouraged to participate in trips and exchanges abroad. By the end of Year 11 almost all students will have experienced school and family life in a different language and country and a number will have had several such experiences. Some students also have the opportunity to undertake work experience abroad. This year our students will visit, amongst other places, Münster, Berlin and Potsdam in Germany, Versailles in France, Liège in Belgium, Maniago in Italy, Santiago di Compostela in Spain, Tokyo in Japan, Mumbai and Tamil Nadu in India, Kampala area and Misindi District in Uganda as well as being able to practise their German on the annual skiing trip to Zell am See in Austria. There was a Rugby trip to Canada this summer, and our Musicians visited the Netherlands, France and Belgium. Our Scientists had the opportunity to participate in an annual field study trip to Greece or Croatia.

The Sports, Music and Extra-Curricular provision at Hockerill is wide-ranging and supports the College's philosophy of educating the whole person. Hockerill's musical provision is extensive, passionate and diverse, and its students can access tuition for a wide range of instruments. There are a number of different ensembles and groups for communal music experience, under the guidance of the College's Director of Music, including a String Ensemble, Jazz Ensemble, Woodwind Ensemble and College Orchestra. Singers enjoy the Senior Choir, Junior Choir, Chapel Choir and College Choir. The students perform in a large number of musical events throughout the year and all student musicians aspire to join the prestigious College Big Band. In addition, there are a number of dramatic productions through the year.

Sports on offer at Hockerill include Hockey, Rugby, Football, Basketball, Netball, Golf, Cross Country, Cricket and Athletics, and for a relatively small College, Hockerill performs at a high standard, winning district competitions for Rugby, Hockey, Football and Netball. There are also active cross-country and running clubs and also opportunities to participate in equestrian and BMX activities.

Other diverse extra-curricular activities include debating and public speaking clubs, chess club, Model United Nations, Young Enterprise, Amnesty International, Duke of Edinburgh clubs and a well-established and highly respected CCF.



THE SITE

Located in the centre of Bishop's Stortford in Hertfordshire, the College has a campus with buildings ranging from Victorian to modern and surrounded by tranquil landscaping and many mature trees. There are six Boarding Houses, all of which are located on the campus. There is a Sixth Form Centre, a Health Centre, a Chapel with a re-furbished organ, a Refectory and Library with an adjoining IT suite. There is a separate Music Centre, with recording facilities, and a number of sports pitches including an all-weather pitch.

We are delighted recently to have obtained planning permission and funding to build a 4 court Sports Hall and are awaiting planning permission for a 6-laboratory science block which will significantly improve the facilities on the college campus. The sports hall will provide a dedicated indoor sports space which will be available to students with a component of public use and the science block will house science teaching rooms in a single building, rather than disparately across the campus which is what happens at present. There will also be further re-development of College facilities as we re-purpose the current gym and science rooms. Target completion date for the sports hall and science block is the Lent Term 2019.

HISTORY

Hockerill has an interesting history, and was originally established in the early 1850s. It was a teacher training college until 1978 and maintains links with former trainees. It re-opened in 1980 as a co-educational boarding school and became grant maintained in 1994. It completed its transformation into Hockerill Anglo-European College in 1998; at the same time becoming one of the UK's first specialist Language College and adopting the International Baccalaureate Diploma Programme as its sole course for Sixth Form study. Hockerill Anglo-European College gained Academy status in February 2011.

For further information about the College, please see our website at: www.hockerill.com



JOB DESCRIPTION

Responsible To

Head of Department.

Frequent Working Contact with

Subject Head, Director of Studies, Pastoral and Learning Co-ordinators, other teachers in the Faculty.

Induction, Training and Development

Appropriate induction, training and development is valued by the College, is the responsibility of the line manager and is an entitlement to the post holder whether new to the College or to the post.

Aims of the Post

To provide structured and appropriate learning opportunities of high quality for students in accordance with the College's mission statement.

Outline of Responsibilities

1. To plan and prepare courses for assigned timetabled classes and groups, taking into consideration differing educational needs of students within those classes in accordance with departmental schemes of work.
2. To set and mark students' work in accordance with Key Task 1 above.
3. To record students' achievements at regular intervals subject to the instructions of the Head of Faculty / Subject or of other senior colleagues.
4. To ensure the discipline and safety of all students in the assigned groups and classes.
5. To periodically review and to further methods of teaching and schemes of work.
6. To advise and co-ordinate with the Head of Department / Subject in the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and learning assessment, monitoring, recording and reporting.
7. To participate in faculty and other meetings which relate to the curriculum and organisation of the College.
8. To take part in the review, development and management of activities relating to the curriculum and organisation of the College.
9. To participate in administrative and organisational tasks relating to such duties as are described above, including management and supervision of persons and providing support for teachers in the College and persons who are training to become teachers.
10. To consult and liaise with parents and attend meetings arranged for the purpose.
11. To undertake an appropriate share of collective staff responsibility to cover for absent colleagues when required.
12. To supervise ancillary staff when required to do so.
13. To participate in Performance Management as defined by the Governors.
14. To participate in INSET courses and other professional development and training as required.
15. To contribute as appropriate to the selection and professional development of other teachers and non-teaching staff, including the induction and assessment of newly qualified teachers.
16. To take responsibility for the due care of resources and accommodation in the College.
17. To order and allocate, if appropriate, equipment and materials necessary for teaching.
18. To carry out an appropriate share of supervision of College duties.
19. To exercise an appropriate share of responsibility at all times both within and outside the classroom.
20. To carry out such other duties as are necessary to meet the changing needs of the College and its students at the discretion of the Principal.

Confidentiality

During the course of employment the post holder may see, hear or have access to, information on matters of a confidential nature relating to the work of Hockerill Anglo-European College or to the health and personal affairs of students, staff and parents. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation.

Data Protection

During the course of employment the post holder will have access to data and personal information which must be processed in accordance with the terms and conditions of the Data Protection Act 1984. Employees are required to act in accordance with the ICT and e-safety policy.

Safeguarding Children

In accordance with the College's commitment to follow and adhere to the Department for Education guidance entitled 'Keeping Children Safe in Education 2014' and all other relevant guidance and legislation in respect of safeguarding children, the post holder is required to demonstrate a commitment to promoting and safeguarding the welfare of students in the College.

Enhanced Disclosure and Barring Service (DBS) clearance is essential.

Health and Safety

The post holder will comply with the College's Health and Safety policy at all times.



PERSON SPECIFICATION

Essential
<ul style="list-style-type: none">• DfE recognised teaching qualification. Graduate or equivalent.• Successful teaching experience across the full 11-18 range.• An outstanding teacher.• Able to raise achievement for students.• Ensure effective student learning through challenging, high quality and exciting teaching.• Understanding of the work of other agencies and opportunities for collaboration.• Ability to create policy through consultation and review.• Understanding of how quality assurance and self-evaluation can lead to improvements in outcomes for students.• Establish and maintain an ethos in keeping with the College's Core Purpose and model the values and vision of the College.• Understanding of assessment in Languages, with the ability to ensure that it is used effectively to accelerate students' progress.• High quality communication skills.• A sense of humour.• A flexible and adaptable approach.• A desire to continue to learn and develop within the role.• The ability to motivate and mentor others to perform and develop.• Resilience and determination to be successful.• Ability to work well under pressure.• Commitment to safeguard and promote the welfare of children and young people.
Desirable
<ul style="list-style-type: none">• Experience of teaching Languages at all key stages.• Experience of the IB Diploma.