



## GREENWICH FREE SCHOOL

### Teacher of French & Spanish candidate information and role profile

November 2016

Dear Applicant,

Thank you for taking the time to find out more about Greenwich Free School (GFS). This pack is intended to give you information about the role of Teacher of French & Spanish, together with details of the school's vision and ethos and our aspirations.

We are a small, tight-knit and committed staff body who know what it takes to close the achievement gap. A new position has emerged for a dynamic individual who thrives on the pace and excitement of London schools. You will share our passion for research and keep up to date with national and international debate.

The MFL Department at GFS is in my opinion one of the best in the country. They have designed a 5 year curriculum from scratch and have a very stable and committed team. We deliver 3 hours a week of French & Spanish teaching to every student in the school.

We are housed in brand new, purpose-built accommodation and benefit from excellent facilities. You will receive high-quality weekly training and have access to world-class development opportunities through our partnerships with a wide range of schools and universities.

#### What makes us unique:

- We put high-quality teaching at the heart of what we do
- We run a 60% timetable loading for teaching staff, meaning that there is more time than most for planning. This is a big budgetary decision but we believe that great schools are composed of great teachers.
- We don't believe in pointless marking of books; instead we have developed a highly-sophisticated model of Multiple Choice Questions and disciplinary writing to enable us to gain meaningful insights into pupil thought.
- We have a bespoke assessment model that is symbiotic to our curriculum.
- We have 60mins of staff training every week and run weekly coaching for every member of staff
- We have a very clear staff progression model, ensuring you receive the support and experiences you need to achieve your ambitions
- We don't believe in running hundreds of intervention programmes; instead we place a primacy on high-quality teaching.
- We have relationships with some of the best schools in the country, ensuring staff can develop strong external links with expert practitioners
- We have a very strong behaviour code ensuring no lesson time is wasted and there is no low-level disruption of learning.

This role represents a unique opportunity to join a really great school as we move towards our first GCSE results in 2017. The successful candidate will be a driven and passionate teacher with a keen interest in research and its application to French & Spanish education.

As Headteacher there is no greater priority for me than the recruitment and development of staff. My aim at GFS is to continue to create a school which is truly exceptional in everything it does. To do that I need an exceptional team. I understand that I will be asking a lot from the staff, but in return I can promise extensive support and development opportunities, and the space to teach and extend your skills that will be hard to find elsewhere.

If after reading the enclosed information you would like to apply, please complete the application form and enclose

a supporting statement no longer than **two sides of A4 paper**, setting out why you feel you are suitable for the role in an evidence-led way that addresses the key requirements of the job.

The application form can be found online at <http://www.greenwichfreeschool.co.uk/Current-Vacancies> and return both the form and the personal statement via e-mail to Victoria Hemmings at [vhemmings@greenwichfreeschool.co.uk](mailto:vhemmings@greenwichfreeschool.co.uk) by **0900 Tuesday 29th November**. CVs along will not be accepted.

Interviews and assessment will take place during the week of **Monday 5th December**. If you have any queries please contact Victoria Hemmings on 020 8319 3692. If you would like to speak with me directly, please call on the number above. Visits to the school are welcome and please contact Victoria to arrange.

I look forward to receiving your application.

Oli Knight  
Headteacher

## Job description

**Job Title:** Teacher of French & Spanish

**Reports to:** Head of MFL

**Responsible for:** Delivering the highest quality learning experiences to pupils in the MFL Department

**Start date:** xxxxxxxxx

**Salary:** Main Scale, dependent on experience.

**Disclosure level:** Enhanced

**Roles included:** Classroom teacher, Form Tutor

### Job purpose

To take a lead role in building the Greenwich Free School into a world-class school by teaching a challenging French & Spanish curriculum, adopting the GFS teacher repertoire, and promoting exceptional levels of academic development, attainment and wellbeing for GFS pupils.

### Objectives

1. To deliver consistently challenging lessons to pupils to enable them to develop subject expertise.
2. To support the development of a challenging and accessible French & Spanish curriculum for each year group that supports pupils to develop expertise within the domain.
3. To fully engage with the school's training and development programmes.
4. To make a valued contribution to the school's pastoral and enrichment programmes; including trips and school visits.
5. To hold, as an effective Form Tutor, responsibility for and a 'single-view' of each pupil in the tutor group and strive to become a true mentor to every pupil.
6. To epitomise the vision and values of the Greenwich Free School and at all times adhere to the staff code of expectations.

### Principal Accountabilities

#### A PLANNING AND DELIVERY OF LESSONS

1. Plan and deliver high-quality, stimulating, engaging and challenging sequences of lessons and independent learning activities that excite, enable effective learning and ensure every pupil makes outstanding progress, whilst covering an appropriate range and depth of subject knowledge and taking into account the level of challenge and support required by each individual pupil. Ensure planned sequences of lessons respond to results of assessment, reporting and monitoring.
2. Facilitate a learning environment that provides every pupil with an opportunity to achieve his or her potential, including building relationships and managing behaviour effectively to maintain an excellent standard of discipline at all times and a classroom atmosphere that is conducive to work.
3. Prepare and present pupils for any internal or public examinations, as directed, in a manner that enables each pupil to achieve his or her potential.
4. Maintain high expectations of your pupils and set them challenging but achievable targets.
5. Understand your responsibilities for pupils with particular needs, including your responsibilities under the SEND Code of Practice. These will include identifying pupils with special educational needs, adapting your teaching accordingly, seeking advice from the SENDCO when appropriate, and maintaining adequate records to enable you to feed into whole-school and external reporting.
6. Follow all relevant school and departmental policies in the planning and delivery of lessons and Fertile Questions.

#### B ASSESSMENT, REPORTING AND COMMUNICATION

1. Implement the school approach to Multiple Choice Questions and disciplinary extended writing to inform planning, develop learning and evaluate pupils' progress.
2. Make effective and regular use of the school's assessment criteria and reporting procedures to inform learning.

3. Set targets for raising pupil attainment in the context of whole school targets and work towards their achievement.
4. Maintain regular records of pupils' attainment and progress.
5. Prepare and present informative written and verbal reports on pupils' progress to parents in line with GFS policies.
6. Attend parents' evenings and Open Evenings as required.
7. Assess how well learning objectives have been achieved and use this assessment and school provided data on a regular basis for future teaching and target-setting, as well as implementing strategies to address pupil underachievement.
8. Liaise with external agencies about individual pupils as required.

## C PROFESSIONAL DEVELOPMENT

1. Take responsibility for your own professional development and demonstrate a commitment to continuous professional development by undertaking, and seeking out, opportunities to build your capabilities as a teacher.
2. Maintain an up-to-date expert knowledge of your subject area, related teaching pedagogy and relevant aspects of the National Curriculum, exam board requirements and other statutory provisions, including developments and reforms in broader education policy.
3. Ensure you understand your professional responsibilities in relation to school policies and practices.
4. Evaluate your own teaching critically and use this to improve your effectiveness.
5. Engage, positively, with the GFS performance-management system.
6. Support colleagues when working in your teacher learning communities.

## D NON-SUBJECT RESPONSIBILITIES

1. Demonstrate consistently high expectations of all pupils and a commitment to raising their achievement and social and emotional well being. Promote the positive values, attitudes and behaviour expected from all pupils by treating them with respect and consideration.
2. Develop strong and positive relationships with pupils.
3. Implement all school policies, including the school's behaviour policy.
4. Contribute to the design and delivery of the school's enrichment curriculum in line with your timetable and the GFS enrichment policy.
5. Model the ethos and vision of the school at all times.
6. Communicate promptly and sensitively with parents, carers and other relevant bodies where necessary.
7. Contribute to the school's liaison, marketing and pupil recruitment activities, e.g. the collection of material for press releases.
8. Help to develop effective subject links with partner schools and the community, including attendance where necessary at liaison events in partner schools and the effective promotion of subject at Open Days/Evenings and other events.
9. Establish and maintain effective working relationships with colleagues including support staff.
10. Be familiar with and comply with the School's Health and Safety policies
11. Be responsible for the health & safety of pupils when they are authorised to be on school premises and when engaged in authorised activities elsewhere
12. To be accountable, along with every other member of staff, for ensuring that your actions contribute to the following:
  1. **Aspiration:** GFS will support and challenge pupils to aim high and fulfil those ambitions because we believe every pupil can succeed.
  2. **Excitement:** GFS will create an exciting school environment that will engage pupils with learning.
  3. **Challenge:** GFS will provide a stretching and challenging curriculum that will interest pupils and provide them with the skills and knowledge needed to make a valuable contribution to society.
  4. **Expertise:** GFS will provide excellent teaching that will help pupils learn in a way that helps each one of them progress.
  5. **Enrichment:** GFS will provide a rich and varied enrichment programme to help each pupil develop as a rounded, skilled individual and give him or her opportunities to develop passions.

6. **Community:** GFS will create a community of which its pupils feel a part – that they care about, and that cares about them.
  7. **Discipline:** GFS will provide a calm, secure and stimulating environment of which pupils can be proud.
  8. **Leadership:** GFS will provide opportunities for pupils to lead and work as part of a team.
13. Adhere, at all times, to the expectations of teachers at Greenwich Free School, outlined on the final page of this document.
  14. Any other duties as required by the Headteacher commensurate with the post.

## H FORM TUTOR RESPONSIBILITIES

1. Maintain a holistic overview of the academic and pastoral progress of your tutees, including monitoring their wellbeing, academic attainment and progress.
2. Develop strong, trusted, relationships with each tutee to act as his or her mentor.
3. Deliver the Tutor Time curriculum to tutees in tutor time.
4. Implement GFS's attendance, rewards, sanctions, behaviour and monitoring policies, including being the primary behavioural point of contact for tutees and maintaining a weekly check of tutees' planners.
5. Identify the need for, and support the design of, interventions to support pupils who are not meeting expectations.
6. Monitor the safeguarding and welfare of tutees.
7. Engage tutees' teaching staff to facilitate the sharing of relevant pupil specific strategies, information and best practice.
8. Make specialist staff (SENCO, SDO) and senior staff (Heads of Year and SLT) aware of any issues with tutees as required.
9. Proactively engage parents of tutees and endeavour to build positive home-school relationships. Act as the primary point of contact for parents of your tutees.
10. Model the ethos and vision of the school.
11. Keep the form register and monitor patterns of pupil attendance/ absence.

## I NOTES

1. All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which he or she has been employed. It provides the school with the opportunity to monitor and review the performance of new staff in relation to various areas, and also in terms of their commitment to safeguarding and relationships with pupils.

## The role: Teacher of French & Spanish

### Person specification

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified to at least degree level.</li> <li>• Qualified to teach in the UK.</li> <li>• Qualified to work in the UK.</li> <li>• QTS or equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>• Further professional qualifications.</li> <li>• Experience of teaching A Level in this subject.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Ability to deliver consistently outstanding lessons in this subject to pupils of all ages and abilities.</li> <li>• Proven record of significantly raising achievement with all groups of pupils across the age and ability range and of helping them achieve impressive examination outcomes.</li> <li>• Proven commitment to continued professional development and a readiness to reflect and self-evaluate to change, improve and develop.</li> <li>• Experience of having designed, implemented and evaluated effective, imaginative and stimulating schemes of work.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of having worked successfully in at least one school in an urban, multi-cultural setting, teaching pupils from backgrounds of socio-economic disadvantage.</li> <li>• Experience of having led and managed a high-performing team, ideally, but not necessarily, in an educational context.</li> <li>• Successful experience of working particularly with high ability or SEN pupils.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Thorough knowledge of the requirements of the National Curriculum in the subject.</li> <li>• An understanding of the ways children learn and how individual needs may be assessed and met.</li> <li>• Good knowledge of current educational developments and initiatives relating to the subject and their implications.</li> <li>• An understanding of the strategies needed to establish consistently high aspirations and academic / behavioural standards in an urban school setting, and a commitment to relentlessly implementing these strategies.</li> <li>• Knowledge &amp; experience of Safeguarding &amp; Child Protection issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Thorough knowledge of Key Stage 4 and Key Stage 5 specifications in the subject.</li> <li>• Actively informed of developments in your subject area, and of broader pedagogic developments at local, national and international levels.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Excellent interpersonal and listening skills; a high degree of emotional intelligence; and an effective oral and written communicator with children, staff and parents.</li> <li>• The ability to develop positive relationships with all young people.</li> <li>• Well-developed planning &amp; organising skills including time management, prioritisation, delegation and administration.</li> <li>• Ability to plan, monitor, evaluate, review and lead by example.</li> <li>• Sound judgement and problem solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• A proven ability to use data confidently and forensically to inform and diagnose weaknesses that need addressing, and ability to plan effectively in order to raise individuals' and cohorts' attainment.</li> <li>• Competent user of ICT.</li> </ul>
<b>Motivation</b>	<ul style="list-style-type: none"> <li>• Willing to be fully engaged in the whole life of the school including extra-curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading successful enrichment and</li> </ul>

	<ul style="list-style-type: none"> <li>• Willing to be a form tutor.</li> <li>• Committed to team work and working collaboratively with colleagues.</li> <li>• Clear vision of what you want to achieve with this department, which is aligned with GFS' core vision and values.</li> <li>• A commitment to the safeguarding and welfare of all pupils.</li> </ul>	extra-curricular activities which inspire and motivate learners.
<b>Attributes</b>	<ul style="list-style-type: none"> <li>• A clear passion for your subject.</li> <li>• The ability to enthuse and inspire others.</li> <li>• Passion, resilience, maturity and optimism to lead through day-to-day challenges while maintaining a clear strategic vision and direction.</li> <li>• Confidence and self-motivation to work well and be decisive under pressure.</li> <li>• A high level of honesty and integrity.</li> <li>• Personal stamina &amp; energy including a good record of attendance and health.</li> <li>• A firm and constant belief in the unlimited potential of every pupil and a commitment to inclusive educational provision.</li> </ul>	<ul style="list-style-type: none"> <li>• An entrepreneurial attitude.</li> <li>• A sense of humour!</li> </ul>



## Expectations of all staff at the Greenwich Free School

Every member of staff at the Greenwich Free School will pledge to:

### 1. Uphold the school's vision, which means...

- You will be totally aligned to the school's vision, core purpose, aims and ethos, as laid out in the GFS School Strategy.
- You will have the moral courage to challenge any behaviour that runs contrary to the school's vision and ethos.
- You will demonstrate your belief in the potential of all pupils to succeed if given outstanding teaching and pastoral care.
- You will work hard and do everything you can to contribute to the Greenwich Free School delivering the highest-possible level of education.
- You will proactively uphold all school policies and procedures with consistency and care, maintaining a 'high expectations' and 'no excuses' approach to pupil (and colleague) attitude, work and discipline.

### 2. Model positive behaviour at all times, which means...

- You will, at all times, act as a role model for pupils with regard to your attitude, behaviour, dress, honesty, integrity, courage, language and diligence.
- You will behave courteously, respectfully and professionally at all times, maintaining appropriate boundaries with pupils, parents and other staff.
- You won't reveal any confidential information to anyone except colleagues who 'need to know.'
- You will ensure that GFS is a non-smoking, gum-free and litter-free zone.

### 3. Take responsibility for doing everything you can to enhance our offer to pupils, which means...

- You will proactively look for opportunities to develop pupils' emotional wellbeing as well as nurturing their academic potential – avoiding complacency at all costs and actively pursuing an entrepreneurial approach to developing the school.
- You will endeavour to get to know the School's pupils as individuals and take an interest in their lives beyond school through regular informal conversations, eating lunch with them and accompanying them on school trips and visits.
- You will build trust-based relationships with your pupils and never behave in a derogatory, intimidating or abusive manner towards any member of the school community.
- You will welcome and encourage communication and partnership with parents and carers, ideally returning calls and emails on the day of receipt and certainly within two school days.
- You will attend all school assemblies and key school events in the calendar, such as parents' evenings and award ceremonies.
- You will maintain excellent attendance and punctuality, arriving on site by 07.50 each day to be in your classroom to greet your pupils at 08.00 (unless your contract states otherwise).
- You won't engage in any behaviour inside or outside school that could bring GFS into disrepute. This has implications for use of social networking sites, engagement in additional employment and recreational behaviour.
- You will strive to make your own teaching practice as good as possible by enthusiastically engaging in school-provided CPD activities and seeking opportunities to arrange your own additional CPD, as well as engaging positively in the GFS Performance Management approach. This includes operating an open-door policy, welcoming regular observation of and feedback on your practice, and regularly reflecting on how to improve your own practice.

### 4. Be organised, and help the school be organised, which means...

- You will read staff notices at the start of every day and pass on notices to pupils as required.
- You will monitor the school calendar and weekly bulletins, to ensure you are aware of upcoming or recurring events.
- You will learn how to make use of the school's management information system and take responsibility for maintaining and making effective use of the data it contains.

### 5. Dress professionally, which means...

- You will dress smartly and professionally in formal business attire, in accordance with the GFS staff dress code.
- You will hide any tattoos from view and limit visible body piercing to one earring in each ear.