

# Rugby School

Rugby School has a restless desire for excellence in all aspects of school life. Academic standards are high, and rising, with nearly 90% of all A2 and Pre-U exams at A\*-B and over 50% of all IGCSEs and GCSEs entries receiving A\*s. Almost all of our students progress to good universities, with around 15 students a year winning places at Oxford or Cambridge. A small, but growing number of students take up places at elite universities in the USA. However, academic success is not achieved at the expense of educating the whole person. Our Music and Drama are exceptional, while our Sports teams achieve regular success on the national stage. The School prides itself on its pastoral care, in which all staff play an active role in their work as tutors.

One of the school's key strategic objectives is to recruit and develop staff who share the School's restless desire to improve. Consequently we have invested much in staff development. An integral part of our staff development programme is our commitment to coaching, an approach we believe to have profound benefits for all of those in our community. In coaching our students we recognise that they are best placed to make decisions about their learning and education. Our role is to ask the right questions, listen, and create the environment which produces self-regulated learning and self-regulated living. The coaching philosophy is one which runs throughout the School and we apply its principles to staff as well as students. Many staff are members of coaching groups, consisting of their peers and convened with intention of helping all members of the group grow and develop. All new staff are assigned a coach-mentor, and are required to undertake two days of coaching training before beginning teaching at Rugby.

In addition to coaching we promote professional learning through frequent whole-school insed sessions, department meetings devoted to teaching and learning, and a voluntary weekly programme of 15 minute informal insed sessions at which staff share an inspiring idea. The School also funds learning and teaching awards for those staff who want to research a particular aspect of their teaching, as well as assisting in funding for teachers who wish to pursue further professional qualifications.

There are seven boys' boarding and six girls' boarding Houses, together with a boys' day House and a girls' day House. The House is the fundamental social and pastoral unit; it is run by an Hm (Housemaster/Housemistress), assisted by tutors drawn from the all teaching staff. Meals for pupils are taken in Houses.

## **The Modern Languages Department**

The Head of Modern Languages will lead a team of eight full-time teachers, including the Heads of French and Spanish. The department also employs three native-speakers as language assistants. The department has a part-time secretary who offers administrative support to the Head of Modern Languages.

The department moved into new purpose-built accommodation in 2012 and all teachers have their own spacious classroom and access to two language laboratories. All classrooms have desktop computers and Promethean Smart Boards. The department is very well resourced with its own photocopier and DVD encoder.

Year 9 students have a free choice of languages (from French, German, Spanish and Italian) and may choose up to three languages. All students must do at least one foreign language to IGCSE level in Year 11. All languages follow the CIE IGCSE course and the maximum set size is 24.

Numbers beyond IGCSE remain buoyant, with two sets in French and Spanish, and one in German and Italian. The department follows the CIE Pre-U syllabus. Each set has two teachers and the teaching is divided equally between them.

Results in public examinations have been excellent. Across all languages, 66% of students scored an A\* grade at IGCSE and 64% an A\* or A grade at A Level/PreU. The department offers regular support to potential Oxbridge candidates and there are several former students studying at Oxford and Cambridge at the moment.

The department runs exchanges in Year 12 with schools in Madrid and Vienna, as well as a home stay run by an organisation in Montpellier. We will also be running a home stay visit to Toulouse for Year 9 students this year. There is plenty of scope to extend the range of trips abroad we offer. We regularly attend performances at Warwick Arts Centre and are travelling to conferences at the University of Manchester in the spring.

## JOB DESCRIPTION

<b>Job Title</b>	Head of Modern Foreign Languages (MFL)
<b>Department</b>	Modern Foreign Languages
<b>Function</b>	Academic
<b>Reports to (Job Title)</b>	Deputy Head (Academic)
<b>Location</b>	Rugby School, UK

### JOB PURPOSE

The post holder is required to plan, organize and manage the MFL departmental requirements delivering the appropriate strategy, both in the short and long term.

The Head of MFL is responsible for leading and managing the MFL department. The post-holder is a permanent member of Heads of Faculty and as such will make a significant contribution to the academic direction of the School.

### KEY RESPONSIBILITIES/ACCOUNTABILITIES:

#### Curriculum

- To plan and implement the curriculum for MFL, including the production of schemes of work, taking into account where appropriate, any national guidance to ensure all syllabus requirements are adhered to.
- Ensure that high academic standards are achieved and the highest standard of teaching and learning is maintained.
- To review and develop the curriculum in line with School policy and national trends.
- To develop and evaluate teaching approaches.
- To publish annually a departmental handbook, including details of the curriculum and programmes of study.
- Overseeing the learning environment including displays of pupil work.

#### Pupils

- Responsibility for pupils' progress and welfare within the department.
- Establish a common approach to prep within school policy.
- Establish and publish procedures for rewards and sanctions within School policy.

#### Staff

- To manage the departmental resources in accordance with the Schools policies and procedures including performance management of staff.
- Induct new staff.
- Support and guide all members of the department.
- Responsible for overseeing the professional development of departmental staff including yearly appraisals and internal training and development.

- Setting, in consultation with members of the department, departmental priorities.
- Ensure effective communication and a unified sense of purpose within the department; hold regular, minuted departmental meetings, with a key focus on teaching and learning.
- Establish good communication with other departments, including Learning Support staff, librarians and senior staff.
- Advise the Head Master on the selection of new staff.
- The Head of MFL is a member of Heads of Faculty.

#### **Administration**

- Ensure that assessment of pupils' work within the department is regular, thorough, follows the departmental marking policy, and check that full records are kept.
- Prepare for assessment and/or examinations (internal and external) and liaise with staff responsible for their organisation.
- Maintain departmental records.
- Liaise with staff and the Deputy Head (Academic) regarding staff allocation and teaching groups.
- Ensure that departmental stock and equipment are well cared for and economically used; liaise with the Bursary regarding funding and be responsible to the Bursar for budgets, grants, bills, recharges etc. as directed.
- To represent the department in all matters within the School: attend Heads of Department meetings; contribute, as required, to the various open mornings, academic booklets and promotional literature.
- Provide the Head Master with a detailed report on examination results by the second week in September.
- To organise and lead departmental trips including residential trips that may occur outside of term time.
- Oversee production of a termly academic journal.

#### **Teaching**

- Plan, prepare and teach well-structured lessons.
- Teach, according to their educational need, the pupils assigned; setting and marking work, including examinations.
- Adapt teaching to respond to the strengths and needs of all pupils, knowing when to differentiate appropriately.
- Assess, record and report on the development, progress and attainment of pupils.
- Set high expectations which inspire, motivate and challenge pupils.
- Promote the general progress and well-being of individual pupils and of any class or group of pupils assigned.
- Manage pupil behaviour effectively to ensure a good and safe learning environment.
- Demonstrate good subject and curriculum knowledge.
- Communicate and consult effectively with the parents of pupils.
- Communicate and co-operate with persons or bodies outside the School.
- Participate in meetings arranged for any of the purposes described above.
- Advise and co-operate with other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment of pastoral arrangements.

**Assessment and reports**

- Make accurate and productive use of assessment, providing or contributing oral and written assessments, reports and references relating to individual pupils and groups of pupils.
- Use relevant data to monitor, progress, set targets and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking.

**Appraisal and professional development**

- Participate in arrangements made for teacher appraisal and professional development.
- Review methods of teaching and programmes of work.
- Undertake such training as may be reasonably required by the School to adapt to the changing requirements of the School or as may be necessary to fulfil the School's statutory or regulatory obligations.
- To undertake mandated job related training as required and instructed by the School.

**Additional professional responsibilities**

- Fulfil wider professional responsibilities by making a positive contribution to the wider life and ethos of the School.
- Contribute to the provision of activities to support the co-curricular programme of the School.
- Act as a personal tutor to pupils assigned in a Day/Boarding House.
- Accompany pupils on trips away from the School.
- Attend assemblies, registration of pupils and supervise pupils outside the classroom, whether these duties are to be performed before, during or after School sessions.

**Child protection, discipline, health and safety**

- Promote and safeguard the welfare of children and young persons.
- Maintain good order and discipline among the pupils and safeguard their health and safety both when they are on the School premises and when they are engaged in authorised School activities elsewhere.
- Ensure all staff act in accordance with Rugby School's policies and procedures.

**Public examinations**

- Participate in arrangements for preparing pupils for examinations and supervise them during public and internal examinations and assessments.

**Co-curricular**

- Rugby is a seven days a week boarding school. All staff are expected to tutor and to contribute to the co-curricular programme.

**Equality**

- Acting in accordance with Rugby School's equality policy, maintaining a fair and consistent manner in all actions.

**Flexibility**

- Undertake such other reasonable duties from time to time as the School may reasonably require.

## PERSON SPECIFICATION

	Essential	Desirable	Method of assessment
	<i>These are qualities without which the Applicant could not be appointed.</i>	<i>These are extra qualities which can be used to choose between applicants who meet all of the essential criteria.</i>	
<b>Qualifications</b>	A graduate with a good honours degree from a leading university.	PGCE. A Masters or further degree.	<ul style="list-style-type: none"> <li>• Production of the applicant's certificates.</li> <li>• Discussion at interview.</li> <li>• Independent verification of qualifications.</li> </ul>
<b>Experience</b>	<p>Demonstrable experience of contributing to the success and development of a department.</p> <p>A track record of classes having success in public exams.</p> <p>Evidence of a commitment to on-going professional development.</p> <p>Experience of tracking and monitoring student progress and responding accordingly.</p>	<p>Leading an aspect of curriculum.</p> <p>Managing and appraising colleagues.</p> <p>Coaching in a school environment.</p>	<ul style="list-style-type: none"> <li>• Contents of the application form.</li> <li>• Interview.</li> <li>• Professional references.</li> </ul>
<b>Skills</b>	<p>Ability to motivate, lead and manage a large department.</p> <p>Ability to maintain appropriate discipline when dealing with students.</p> <p>Ability to organise own workload, prioritise and meet deadlines.</p> <p>Ability to work on own initiative, and as part of a whole school team.</p> <p>Ability to communicate effectively with other staff, students and leadership.</p> <p>Excellent interpersonal, written and oral skills.</p> <p>Ability to network both inside and outside the school community.</p>		<ul style="list-style-type: none"> <li>• Contents of the application form.</li> <li>• Interview.</li> <li>• Professional references.</li> </ul>

<b>Knowledge</b>	<p>Highly developed IT skills and a willingness to keep up to date with new technologies.</p> <p>Current knowledge of educational change and issues.</p>		<ul style="list-style-type: none"> <li>• Contents of the application form.</li> <li>• Interview.</li> <li>• Professional references.</li> </ul>
<b>Personal competencies and qualities</b>	<p>Determined and driven.</p> <p>Motivation to work with children and young people.</p> <p>Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</p> <p>Creative and imaginative.</p> <p>Demonstrably energetic and enthusiastic</p> <p>Positive attitude to use of authority and maintaining discipline.</p> <p>Committed to on-going CPD.</p> <p>Determined to grow and develop as an individual.</p> <p>Willingness to embrace a coaching philosophy in all aspects of school life.</p>		<ul style="list-style-type: none"> <li>• Contents of the application form.</li> <li>• Interview.</li> <li>• Professional references.</li> </ul>