

## General information for applicants

### Teacher of Spanish and French Full-time or significant part-time

#### **The Princethorpe Foundation**

The Princethorpe Foundation, which is administered by lay trustees, provides coeducational, independent, day schooling in the Catholic tradition for some thirteen hundred children from age two to eighteen years. The senior school, Princethorpe College, (HMC 11 - 18) is about 7 miles from Leamington, Coventry and Rugby, with the junior schools, Crescent (IAPS) about seven miles away in Rugby, and Crackley Hall School (IAPS) and Little Crackers Nursery about nine miles away in Kenilworth.

#### **The School**

Princethorpe College opened in 1966 and occupies a fine former Benedictine monastery which was built in the 1830s in 200 acres of parkland. The origins of the school date back to 1957 when the Missionaries of The Sacred Heart opened St Bede's College in Leamington Spa; the subsequent move to Princethorpe gave an opportunity for expansion.

The school became a lay foundation in 2001, when it merged with St Joseph's School in Kenilworth, resulting in the consolidation of a junior school and nursery on the Kenilworth campus. Crackley Hall is a significant feeder for Princethorpe. In September 2016, The Crescent School, a stand-alone prep school for seventy years in Rugby, also merged with the Princethorpe Foundation.

About one-quarter of the children at Princethorpe are Catholic and the Foundation welcomes children and staff of all denominations. The key catchment area for the school lies in a radius of about twenty-five miles, largely within the conurbations of Coventry, Leamington, Warwick, Kenilworth, Solihull, Stratford, Lutterworth, Banbury and Rugby, all of which enjoy a private bus service.

The Head of Princethorpe, Ed Hester, is Foundation Senior Head and as chief executive chairs the Foundation Executive Committee (FEC) which has responsibility for the day-to-day running of the schools and strategic planning. Financial management, estates, catering, IT systems and marketing for all schools in the foundation are resourced centrally. The head of Crackley Hall, Robert Duigan and the Head of the Crescent, Huw Marshall, are also members of the FEC.

Ed Hester is a member of HMC and the school also has membership of ISA and CISC.

The school continues with a comprehensive investment programme which over the last decade has seen a Sixth Form Centre built, Sports Centre improvements, chapel refurbishment, a new Photography department, update of IT facilities, Music department and classroom refurbishment and restoration of The Roundhouse to provide a stunning multi-purpose meeting, teaching and performing space. *The Limes*, a £4.5m fourteen-classroom teaching wing serving English, Modern Foreign Languages, Academic PE, IT and computing opened in September 2014. An indoor climbing wall and new fitness centre were part of the same project.

#### **Ethos**

Princethorpe life extends well beyond just exam preparation. The gospel values of love, service, commitment and forgiveness are central to everything which the school does, underscored by the school motto, *Christus Regnet* – may Christ reign.

Our schools are characterised by their strong Christian ethos and pride themselves on providing a caring, stimulating environment in which children's individual needs are met and their talents, confidence and self-esteem are developed.

The school maintains its Catholic tradition through assemblies, morning prayers, Holy Mass, celebrating the sacraments, teaching of Religious Studies and a vibrant Chaplaincy.

The social, cultural, intellectual, spiritual and emotional needs of pupils drive the school which is famed for outstanding levels of pastoral care. The ISI inspection report from April 2014 makes reference to the spiritual, moral, social and cultural development of pupils as being a key strength of the school.

### **The Local Area**

True to its heritage as a fashionable spa resort in the late 18th century and with a population of 50,000, Leamington is a thriving and elegant town of culture, leisure and good eating, with a well-regarded shopping experience comprising the usual range of high street outlets plus a significant number of independents. There are three key green spaces: the Jephson Gardens, Pump Room Gardens and Victoria Park. All of the major supermarkets are present. Swimming, golf, football, rugby, tennis, real tennis, health clubs, galleries, museums and the theatre are all well represented.

Rugby which has a population of 71,000, has an industrial heritage including the development of Whittle's jet engine and is, of course, the birthplace of rugby football; Coventry is famed for its Basil Spence Cathedral where Britten's War requiem was first performed and Warwick has a gentler air boasting the finest mediaeval fortress in the country. Kenilworth has the ruins of a castle, the remains of a medieval monastery, interesting architecture, a huge choice of well-regarded restaurants and a variety of independent retailers.

Communications in this part of the world are excellent, with easy access to the Midlands motorway network, and London is about an hour from stations at Leamington Spa, Rugby and Coventry. Shakespeare's Stratford-upon-Avon and the Cotswolds are a short drive away. There is a huge variety of property at modest prices.

### **Looking Forward**

Princethorpe College enjoys an excellent and growing reputation. Pupil numbers have risen to around 875 and continuing strides are being made to ensure the highest academic standards and a widening extra-curricular programme. Many pupils gain representative honours in sport and England cricketer, Ian Bell, numbers amongst the school's alumni.

Plans are in place for *The Close*, a seven laboratory Science block at Princethorpe and *The Gables*, at Crackley Hall, comprising a multi-purpose hall, classrooms and music practice rooms opened in February 2016 and represents a further £2m investment. A new Virtual Learning Environment utilising *Firefly* has been implemented and is being rapidly populated. A pilot study for using tablets and other digital devices in class groups has recently been completed.

### **Curriculum**

The curriculum is wide-ranging and our challenge is to prepare pupils for their next stage of education.

The school has made significant academic progress over the last decade, building a reputation for high levels of success with strong, positive value-added scores. Most pupils continue into

the Sixth Form where there is a wide range of A-level subjects on offer. All Sixth Formers have the opportunity to take part in The Princethorpe Diploma, a home-grown award, which encourages active participation in extra-curricular activities, service to the community and work-experience as well as a full commitment to their academic studies and enrichments projects.

In summer 2016, from a cohort of 160 GCSE candidates, 40% of grades were at A\* or A, over two thirds at grade B or better and 20% of pupils achieved at least nine A\* or A grades. At A-level, out of a cohort of 80, the overwhelming majority gained entry into the universities of their choice with over a quarter of all grades at A\* or A and over 80% of all grades at C or better. In addition, over 70% of the students were awarded the Princethorpe Diploma.

### **The School Aims:**

1. to provide a first-class, rounded education for all its pupils;
2. to ensure that a strong Christian ethos - underpinned by the values of our founders, the Missionaries of the Sacred Heart - permeates the school; this ethos nurtures personal spirituality, moral development and self-respect based on Gospel values, love of God and love of one's neighbour. Respect for others and the environment, generosity, compassion, loyalty and a desire to "do the right thing" are key indicators of this living ethos, as are good manners, courtesy and an appreciation of the joy of life;
3. to prepare each pupil to be a positive, tolerant member of our multi-cultural society, being generous of spirit in serving others. We aim to forge strong links within our own community and in the local and wider communities;
4. to offer a broad curriculum which is challenging, exciting and meets the needs of our pupils. It needs to be balanced, have academic integrity, cater for a variety of educational needs and to foster a life-long love of learning and enjoyment of academic pursuits;
5. to have the highest standards of teaching and learning. We want pupils to be active learners and take responsibility for their learning; we want them to have independent learning skills, be resilient and have academic stamina and rigour. We want pupils to achieve the best possible examination results - but focus on these must not stifle creativity, fun, independence, breadth and depth of learning;
6. to ensure all members of the College Community receive the necessary support, encouragement and motivation to grow and develop above and beyond their own expectations. We aim to set ourselves the highest possible standards and view the giving of encouragement, affirmation and praise as essential to the ethos of the College;
7. to offer a first-class comprehensive extra-curricular programme that encourages and inspires the whole range of ability and interest levels from outstanding performers to reluctant beginners;
8. to provide the necessary channels for good communications within our community so that all have a voice which can be heard and all are kept informed of events and developments;

9. to provide the necessary planning, structure and resources to meet the above goals. We must also ensure that we care for our resources and use them well. We aim to promote Foundation-wide thinking so that planning, ideas and resources are shared across the schools to best effect;
10. to provide the financial security and stability to deliver the above goals and assure the future of the College and Foundation.

### **Role**

We require a well-qualified, enthusiastic and energetic graduate to teach Spanish and French from September 2017. The ability to teach both to GCSE and one to A-level, (preferably Spanish), is essential and full and part-time applications will be considered.

The person(s) appointed will be expected to motivate and inspire pupils of all ranges of ability across Key Stages 3, 4 and 5 as well as stimulating further interest in the subject through trips and other links. Enthusiasm to become involved with the extra-curricular life of the school is essential. Candidates should be able to demonstrate success in the classroom and be effective team players.

NQTs and established teachers are welcome to apply; the College has a comprehensive induction programme leading to full QTS status. Single accommodation may be available. Princethorpe has its own pay scale which is above national scales.

### **Modern Foreign Languages at Princethorpe**

The MFL department currently consists of five full time staff, all of whom are language specialists. The department is friendly and supportive and the teachers work together well as a team. We are fortunate to be well resourced in the new block, 'The Limes'. We have a wide variety of courses and materials available for use. The languages department has access to a fully equipped IT suite with Sanako language lab software and interactive whiteboards in MFL classrooms. In addition, pupils are able to benefit from the support given by our French and Spanish language assistants.

Our department is enthusiastic and committed to achieving a high level of success with all our pupils. We have some very able pupils in the department and naturally, also teach children who find learning languages quite demanding.

At Key Stage 3, we are phasing in a new curriculum model, starting in September 2017. New Year 7 pupils will study Spanish as their main language, with twice weekly lessons Years 7-9. In Year 8, this cohort will then have a carousel of French and Latin lessons in addition to their Spanish. They will then choose either French or Latin to study alongside Spanish in Year 9 (Sept 2019). Our current Year 7 pupils study French as their main language. In Year 8 these pupils will have Spanish and Latin taster lessons on a carousel, twice a week. In Year 9 they will choose either Spanish or Latin in addition to their French classes and will have three lessons per week of their second language choice.

At Key Stage 4, pupils usually choose at least one MFL. We work towards the Edexcel iGCSE/Certificate. Pupils receive three lessons per week.

We have small groups of A-level French, German and Spanish. From September 2016 we have been teaching the new Edexcel A-level courses.

We are very committed to offering language department trips abroad to our pupils. In the last three years we have run trips to Futuroscope, Normandy and Pas de Calais. A tour of Madrid, Seville and Granada provided Spanish students with a historical and cultural perspective in 2013

and a homestay to Cuenca in June 2015 allowed pupils to experience Spanish family life. We plan to run the homestay again in 2018. In May 2014 the Year 9 German pupils had a wonderful time along the Rhine and returned again in April 2016.

French KS3 SoW are based on the Studio and Expo courses. For IGCSE the Expo GCSE AQA text books are used with supplementary resources from a variety of books and websites. At A-level we have invested in the Dynamic Learning Edexcel A-level course published by Hodder Education. Spanish KS3 SoW are under review but we currently use the Mira Express coursebooks. At IGCSE we still use the Mira AQA text book alongside supplementary resources from a variety of books and websites. We subscribe to Linguascope, VocabExpress and Thisislanguages websites. Year 7 French pupils also have access to the Studio online interactive exercises to reinforce learning outside of lessons. Our assistants and sixth form language ambassadors act as role models and we have had several success stories with students going on to study languages at university, including Cambridge and Oxford.

## **Professional Duties**

### **Purpose:**

- To provide a learning environment that guides and encourages students to develop and fulfil their academic potential.
- To contribute to the well-being and development of the pupils by supervising and caring for them both inside and outside the classroom.

### **Teaching and learning**

- Teach the allocated subject or curriculum area according to agreed schemes of work under the direction of the Subject Leader.
- Employ a range of teaching, learning and behaviour management strategies and personalise learning to provide opportunities for all learners to achieve their potential.

### **Curriculum provision**

- Work with colleagues to update and improve the curriculum provision, for example, in response to specification changes.

### **Monitoring and Assessment**

- Follow College policies on assessment, recording and monitoring pupils' progress.
- Evaluate learning and take appropriate action in order to raise achievement.
- Provide learners with constructive feedback on their strengths and weaknesses and highlight areas for development.
- Support the Subject Leader in the development of assessment material.

### **Communication with parents**

- Follow College policies on reporting pupils' attainment and progress.
- When necessary initiate additional communication with parents through the established channels.
- Participate at parents' evenings and tutor evenings as appropriate

### **Staff development**

- Participate in College meetings and INSET days as required.
- Participate in the College staff appraisal and self-evaluation processes.
- Keep expertise, subject knowledge and knowledge of examination requirements up to date through professional development.
- Take responsibility for mastering and implementing developments in ICT in all aspects of College life

- Contribution to the on-going updating of the School Development Plan and implementing relevant targets.

### **Resource deployment**

- Take responsibility for the care of resources such as equipment and textbooks.

### **Pastoral care**

- Act as a tutor taking an overview of pupil's pastoral care and academic progress in accordance with published tutor guidelines.
- Contribute to the delivery of the Life Skills programme.
- Support your House events and encourage the pupils to participate fully in the life of their House.

### **College Ethos**

- Promote the College ethos at all times by being a positive role model.
- Play a full role in College life and participate in extra-curricular activities.
- Support the College in meeting its requirements for worship.

### **Duties**

- Perform break, lunchtime and afterschool duties as requested.
- Supervise pupils in extended day as requested
- Cover lessons for absent staff and perform invigilation for internal examinations as requested

### **Marketing**

- Participate in open afternoons and evenings, including the recruitment of pupil helpers, planning of suitable activities and provision of attractive display material.
- Promote the work of the department and extra-curricular activities through the appropriate channels, such as press releases and the College intranet.

### **Health and safety**

- Follow College and departmental policies on health and safety.

### **Mandatory Training**

Safeguarding and Health and Safety Induction

### **General**

All members of staff are expected to contribute fully to the extra-curricular programme. The employee will need to satisfy the Foundation of medical fitness, integrity of information supplied and will be expected to sign a standard Foundation contract of employment.

## Person specification

		Essential	Desirable
<b>Experience/ knowledge</b>	<p>MFL teaching, and ability to teach Spanish and French to at least GCSE and one to A-level</p> <p>In-depth knowledge of the MFL National Curriculum</p> <p>Knowledge of Edexcel A-level specifications</p> <p>Knowledge of Edexcel iGCSE certificate</p> <p>Experience of delivering consistently good MFL lessons to students of all ages and abilities</p> <p>Experience of implementing behaviour management strategies consistently and effectively</p> <p>Experience of supporting students of all ages and abilities to make excellent progress and achieve good examination outcomes</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Y</p> <p>Y</p> <p>Y</p>
<b>Personal job related skills</b>	<p>A passion for the subject</p> <p>The ability to enthuse and inspire others</p> <p>Being willing to learn new skills and lead new initiatives.</p> <p>Good interpersonal skills, including the ability to work and relate well to people on all levels</p> <p>Good organisational and administrative skills, with the ability to remain calm under pressure and work to deadlines</p> <p>Strong interpersonal, written and oral communication skills</p> <p>Strong organisational and time-management skills</p> <p>The ability to develop positive relationships with all young people</p> <p>The ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to change, improve and develop</p> <p>High levels of honesty and integrity</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	
<b>Qualifications</b>	<p>Degree in MFL</p> <p>Qualified Teacher Status</p>	<p>Y</p> <p>Y</p>	
<b>Other requirements</b>	A commitment to the safeguarding and welfare of all students	Y	

Princethorpe College reserves the right to amend this job description from time to time according to business needs

## **Safeguarding**

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom she/he is responsible, or with whom she/he comes into contact will be to adhere to and ensure compliance with the school's child protection policy statement at all times.

If in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school she/he must report any concerns to the deputy head (pastoral) or the headmaster.

## **Salary**

By negotiation, depending on qualifications and relevant experience.

Members of staff working in the Foundation enjoy a considerable discount on school fees for their own children at Princethorpe College and Crackley Hall School. Teaching staff are able to join the TPA. The Princethorpe Foundation salary scale is associated with but some way above national scales.

## **Safeguarding**

The Princethorpe Foundation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent', must be declared.

During the recruitment process we will require a signed statement that the applicant is not on the barred list/ List 99, disqualified from working with children, or subject to sanctions imposed by the Secretary of State or other regulatory body, and either has no convictions, cautions, or bind-overs, or has attached details of their record in a sealed envelope marked confidential.

The successful applicant will be required to complete a Disclosure and Barring Service (DBS). You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected, as well as referral to the relevant DfE and DBS agencies.

Please refer to the Safer Recruitment Policy, which applies to all age ranges including Early Years, the Junior School and Senior School. This should be read alongside this brochure and contains a separate policy relating to the recruitment of ex-offenders at Annex A.

The Safeguarding Policy, Behaviour Policy: Staff Code of Conduct, Safer Recruitment Policy and information on Disclosure and Barring Service (DBS) checks are available on the Employment Opportunities page of the website [www.princethorpe.co.uk](http://www.princethorpe.co.uk)

## **Recruitment**

The Princethorpe Foundation is committed to providing a supportive and flexible working environment to all its members of staff. The School recognises that, in order to achieve these aims, it is of fundamental importance to attract, recruit and retain staff of the highest calibre, who share this commitment.

The Foundation is an equal-opportunities employer.



## Application Form

Applications will only be accepted from candidates completing a Princethorpe Foundation application form in full. CVs will not be accepted in substitution for completed application forms. Please submit an application form together with a CV and covering letter detailing experience, personal qualities and how you meet the person specification for the role, addressed to Mr E D Hester, Headmaster, outlining your suitability for the post.

Completed applications should be sent to the HR Department by email to [Recruitment@princethorpe.co.uk](mailto:Recruitment@princethorpe.co.uk)

or by post to: Mrs Keren Andrews  
Recruitment Co-ordinator  
Princethorpe College  
Princethorpe  
Rugby  
CV23 9PX

The closing date for applications is Wednesday 22 March, at 10am, although candidates are advised to apply immediately. Interviews are likely to be held on Monday 27 March 2017.

## Invitation to Interview

If you are invited to interview, this will be conducted in person and the areas which it will explore will include suitability to work with children.

All candidates invited to interview must bring with them:

## Proof of ID and Right to Work in the UK

*At least one document must be photographic proof of ID. Please bring:*

- Current UK passport showing you are a British Citizen **OR**
- Current Passport or National ID Card showing you are a national of the European Economic Area or Switzerland **OR**
- Full birth or adoption certificate issued in the UK, dated within 12 months of birth.

## And where possible

- An official document giving your permanent National Insurance Number.
- If applicable, your Marriage Certificate or official documentation showing a change of name. **See Qualifications below**
- If available, your Current UK or European driving licence paper or new style photo card – if an older photo card, the paper counterpart must also be produced.

## Educational/professional qualifications

- Qualification Certificates as listed on your application form.  
**If the certificate is in your maiden name then a marriage certificate must be produced.**  
*If the successful candidate cannot produce original documents or certified copies, written confirmation of her/his relevant qualifications must be obtained from the awarding body.*

## Proof of Current Address

Utility bill or financial statement showing your current name and address, dated within last three months