



## **Teacher of Spanish from January 19 (or as soon as possible thereafter)**

### **The School**

Queen Elizabeth's Grammar School was founded in 1509. A former Direct Grant Grammar School, it now caters for 1140 pupils and students and has plans to expand to 1300 students. The QEGS family currently consists of the Primary School (ages 4-11), Senior School, (11-16) and Sixth Form (16-18). The School is fully coeducational.

Since the demise of the Assisted Places Scheme we gradually became a smaller school and although what we did was good we decided that an alternative model would be better for securing our future and enabling us to remain true to our roots as a school for pupils and students of diverse backgrounds without charging fees. Thus we became a Free School in September 2014. This means the school will expand to its former size of 1300, creating many opportunities for increasing the breadth of our curriculum and extra-curricular activities. Our ethos remains the same: a commitment to high aspirations for all and educating pupils and students so they become well-rounded, confident individuals who will go on to make a positive contribution to society.

The school enjoys a reputation for academic excellence. It continues to draw pupils and students from a wide area of north and east Lancashire. A number of students proceed to the universities of Oxford and Cambridge, and almost all the Year 13 students go on to university.

Equally, the school remains committed to a wide range of extra-curricular activities. Facilities are excellent, including a large sports hall, swimming pool and Sixth Form Centre. Investment in whole school ICT has been particularly generous in recent years, including the replacement of all classroom PCs, upgrading of the wired network and servers, installation of a wireless network and the introduction of wireless devices in the Primary School. In 2008, the Mathematics Department moved into its own dedicated and upgraded area, with its own ICT laboratory. In 2011 we completed, in partnership with the Football Foundation, a major extension to our Sports Hall at the Harrison Playing Fields. A new nursery, not part of the Free School, was opened in September 2012 and extended in 2013 to take babies from 3 months old. Innovative and up-to-date in our approach, we nonetheless remain conscious of our long and fine tradition.

The successful candidate will be in sympathy with the aims and ethos of independent education (without fees) and will wish to participate in the extra-curricular life of the school.

Academic results have been good and are getting better. Typically, a quarter of A levels are graded A\*/A, half are graded A\*/B, and the pass rate is close to or at one hundred percent. At GCSE, Progress 8, Attainment 8 and the percentage gaining English and Maths are strong. At Key Stage 1 and 2 we consistently achieve well, particularly in the externally examined aspects. The most recent examination results are available through our website. The school is oversubscribed (over 400 applicants for 85 places in Year 7 in the last academic year).

**At Queen Elizabeth's we are committed to the safeguarding of children, as the successful applicant will be. Our safeguarding policy, which is regularly reviewed, is on our website. All offers of employment are conditional upon appropriate checks, including an enhanced DBS (formerly CRB) and Prohibition List check.**

## The post

We require a well-qualified teacher from January 2019, or as soon as possible thereafter, for this strong and successful department to teach Spanish to A level. It would be ideal if the candidate were able to teach another language at least to KS3, although this is not essential. Applicants must have a strong academic background and an enthusiasm for the subject, which will be reflected not only in their passion for teaching, but also in their interest in assisting with extra-curricular activities related to the Faculty. The successful applicant will need to teach across the full ability range in the 11-18 section of this all-through Free School, to deliver a range of lessons which follow the current schemes of work and will be expected to contribute to the extra-curricular life of the school.

The preferred candidate will have an aptitude to motivate and stretch students of all abilities, and have good communication skills.

QEGS has its own pay scale and salary will be set according to qualifications and experience.

Applicants must have a good, relevant degree and have, or be in the process of completing, a PGCE. Applications are accepted from NQTs.

## The Faculty

French or Spanish is taken by all pupils entering QEGS in Year 7. This language is continued in Year 8 with all pupils also studying German. Classics is studied by all pupils in Year 7 with Latin beginning in the Trinity Term of Year 7 and continuing into Year 8. Key Stage 3 pupils use the *Studio*, *Así* and *Na Klar* courses for French, Spanish and German respectively, supplemented by bespoke materials created by members of the Faculty. All pupils take at least one foreign language (from the four languages taught) to GCSE; French, German and Spanish are equally as popular as each other. At GCSE the AQA course is followed, with the OUP coursebook being the textbook of choice. Extensive use is also made of the website-based Kerboodle subscription which pupils can access at home as well as at school. Similarly, we follow the AQA course at A level, using the OUP coursebook and the associated Kerboodle resources as a starting point for study. Pupils are encouraged to participate in our well-established trips to Berck-sur-Mer, Aachen, Cantabria and Pompeii (Years 7, 8 and 9) while older pupils are invited to participate on trips to Paris and Berlin. Trips to Spain for older pupils are under discussion. In the recent past some Sixth Form students have undertaken work experience abroad. The Faculty is situated in the Queen's Wing in the heart of the School and makes good use of the Sanako language software in the Language Laboratory. It would be desirable, therefore, if respective applicants were not only highly proficient in the language and as teaching practitioners, but were also computer-literate and keen to exploit this software to enhance the pupils' learning.

## Job Description

All teachers are expected to:

1. Set high expectations which inspire, motivate and challenge pupils
  - Set appropriate goals, including via the Aspirational School Target Grades, to stretch and challenge all pupils
  - Maintain a safe working environment in the classroom at all times
  - Demonstrate consistently the positive attitudes, values and behaviour expected of pupils at Queen Elizabeth's
2. Promote good progress and outcomes by pupils
  - Be accountable for the attainment, progress and outcomes of the pupils in their classes
  - Plan teaching to build upon pupils' capabilities and prior knowledge
  - Implement the school Marking Policy, including guiding pupils to reflect on their progress and their emerging needs
3. Demonstrate good subject and curriculum knowledge
  - Have a secure knowledge of their subject and curriculum area
  - Maintain an up-to-date understanding of teaching methodology
  - Contribute to the development of courses of study, teaching materials, etc.
  - Promote high standards of literacy and the correct use of written English, whatever the teacher's specialist subject
  - Promote high standards of numeracy in all pupils
4. Plan and teach well-structured lessons

- Plan and prepare lessons and courses in order to impart knowledge and develop understanding effectively
  - Promote a love of learning and intellectual curiosity
  - Set homework and other out-of-class activities according to the published schedule
  - Reflect on the effectiveness of lessons and approaches to teaching
  - Contribute to the design of an engaging curriculum within their subject area(s)
5. Adapt teaching to respond to the strengths and needs of all pupils
- Differentiate lessons appropriately according to the educational needs of all pupils in their classes, including SEND and G&T.
  - Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome them
  - Adapt their teaching to support pupils' education at different stages of their development
6. Make accurate and productive use of assessment
- Assess, record and report on the development, progress and attainment of the pupils in their classes
  - 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 according to the school's policy and give pupils the opportunity to respond to that feedback.
  - Participate in the arrangements for preparing, presenting and assessing pupils with regard to public examinations
  - Play a full role in their department's planning and preparation for formal internal assessments
7. Manage behaviour effectively to ensure a safe learning environment
- Maintain a good working environment in the classroom and take responsibility for promoting good and courteous behaviour at all times, in line with the School Code
  - Administer sanctions where necessary in line with the school's Behaviour Management policy
  - Use praise, sanctions and rewards consistently and fairly
  - Maintain good order and discipline among pupils and safeguarding their health and safety at all times when they are the responsibility of the School, including out of school activities
  - Liaise with those responsible for pupils' pastoral welfare and where necessary with parents
8. Fulfil wider professional responsibilities
- Make a positive contribution to the wider life of the school through sport, music, drama or other extra-curricular activities
  - Participate in staff meetings, departmental meetings and in meetings between parents and staff
  - Attend so far as is reasonable Assemblies and other School functions
  - Perform such duties appertaining to School activities as shall reasonably be entrusted to him/her from time to time by the Head
  - Participate in the Professional Review and Development (Appraisal) scheme
  - Deploy support staff effectively, including Teaching Assistants
  - Participate in the INSET programme

### Personal and Professional Conduct

All teachers are expected to demonstrate consistently high standards of personal and professional conduct. Teachers must have proper and professional regard for the ethos, policies and practices of Queen Elizabeth's, and maintain high standards in their own attendance and punctuality. All teachers must:

- \* Familiarise themselves with the Child Safeguarding Policy and act accordingly
- \* Familiarise themselves with and follow the Code of Professional Conduct
- \* Not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

### Applications

Applications must be submitted to the Head, Mrs CY Gammon via email to [head@qegsblackburn.com](mailto:head@qegsblackburn.com) or by post. **These should take the form of a letter of no more than 2 A4 sides in Arial point 11, accompanied by your *curriculum vitae* and a completed application form, available from our website, [www.qegsblackburn.com](http://www.qegsblackburn.com). These should be received by no later than noon on Monday 12<sup>th</sup> November 2018.**

All applications will be acknowledged. Interviews will be held in the commencing week and the appointment will be made as soon as possible thereafter. **Documentation to be brought to interview: passport, driving licence, A level, degree and PGCE certificates, two utility bills or statements and documentation confirming NI number.**