



Our Ref: NM/LHH/KW

May 2018

## Teacher of Modern Foreign Languages

Dear Colleague

Thank you for your interest in the permanent post of Teacher of MFL, to teach one of the following to KS5 and one to KS4, French, German, Spanish at our vibrant oversubscribed Worcester City school that opened its sixth form in September 2015. This is a major opportunity for the right candidate to make a real impact. You would be joining a strong, well run, committed department that continues to make a significant contribution to the school's continuing success.

Christopher Whitehead Language College is an 11-18 school 'in pursuit of excellence' in all areas of its community's life. Near to the cricket ground, on the west bank of the River Severn in Worcester, it is a larger than average, inclusive and community-focused comprehensive school with over 1300 students. The school was awarded International School status and became a phase two academy in July 2011, and judged to have "outstanding behaviour" from Ofsted in their last 3 inspections. The school has 121 students on the AN register and 185 students on the SEN register, with currently the highest number of LAC, EAL children in the county and was re-awarded the prestigious Inclusion Quality Mark Centre of Excellence in June 2017. Our provision for AN, SEN and EAL has been described by the last three Ofsted inspections as 'outstanding' and we are the lead school for EAL in the county. In the last five years, the school has enjoyed a huge rise in popularity amongst the local community.

In the additional pages here I have included:

- job description
- person specification
- departmental information

I would obviously encourage you to read our Ofsted report in detail and visit our informative website at [www.christopherwhitehead.co.uk](http://www.christopherwhitehead.co.uk) to develop an understanding of our ethos. You may like to visit my blog too at [www.neilmorriscwlc.wordpress.com](http://www.neilmorriscwlc.wordpress.com)

If you wish to apply, please complete the self disclosure form, application form and include a letter detailing your previous educational experience and stating how you would make a difference in the classroom. Please email your completed forms to [recruitment@cwlc.email](mailto:recruitment@cwlc.email) **Please do not enclose a CV.**

Informal visits are welcomed, please contact the Head of MFL, Mr Martin Goffe [m.goffe@cwlc.email](mailto:m.goffe@cwlc.email). The deadline for receipt of applications is 10.00am on Wednesday 23<sup>rd</sup> May 2018 with interviews being held on Friday 25<sup>th</sup> May 2018.

Please would you ensure you provide email addresses for your referees and perhaps alert them to this fact.

As I will only be contacting short-listed candidates, I would like to thank you for your time and effort, and if unsuccessful, wish you well in your future career.

I look forward to hearing from you.

Yours sincerely

Neil S Morris  
Headteacher

## Job Description

**Post Title:**

Generic Class Teacher

**Terms & Tenure:**

Full Time

**Line Manager:**

Head of Department (in the first instance)

**Staff Supervised:**

None

### Purpose of the Role

A teacher with a suitable teaching qualification, who teaches classes in Years 7 – 13, with responsibility for the preparation and delivery of a two weekly timetable of lessons as determined by the Headteacher.

The job description should be read alongside the range of professional duties as set out in the DfE Teachers' Standards document. All staff need to have regard for their personal and professional conduct defined in the Teachers' Standards and have proper regard for Christopher Whitehead's ethos as a tolerant, inclusive, multi-faith school where staff and students follow the mission statement 'In pursuit of excellence' in all that they do.

### Main Duties – Teaching and Managing Student Learning

- The teacher provides well planned lessons suitable to the learners' experience, ability and following the Department agreed scheme of work.
- The teacher provides a learning environment that is safe, inspiring and conducive to the students' learning needs.
- The teacher assists all students in the development of citizenship, responsible and ethical values and basic communication skills.
- The teacher provides, whenever possible, appropriate individual and small group instruction in order to adapt the curriculum to the needs of the students with varying intellectual abilities, attitudes, and cultural backgrounds.
- The teacher adapts their teaching to respond to the strengths and needs of all.
- The teacher establishes and maintains standards of student behaviour needed to provide an orderly and productive classroom environment, with lesson by lesson registration that ensures monitoring of attendance can be maintained.
- The teacher regularly evaluates each student's development in the course being taught, prepares progress reports and reports grades as required by the school procedure.
- The teacher gives regular, constructive feedback, both orally and through accurate, diagnostic marking that follows the school's policy.
- The teacher ensures homework is set/recorded by the students and regular feedback is provided to students as agreed by the Department policy.
- The teacher ensures that student reports follow the school format, are error free, on time and individualised.
- The teacher makes a positive contribution to the ethos of the school, forming effective, professional relationships with colleagues.

### Other Duties and Responsibilities

- Aids in selection and requisition of books, instructional aides, supplies and has responsibility for ensuring the stock is maintained in a satisfactory state;
- Communicates with parents and external agencies to further the individual student's progress;

**Post Title:**

Generic Class Teacher (*continued*)

**Other Duties and Responsibilities** (continued)

- Identifies student needs, and cooperates with other professional staff members in assessing and helping students solve health, attitude and learning problems.
- Supervises the prompt safety and welfare of students in out-of-classroom activities as equitably assigned.
- Shares in the participation and supervision of approved student activities as equitably assigned;
- Participates in faculty/departmental committees and in curriculum and other developmental programs within the school of assignment and/or on a County level. These may include TED/City Groups or other opportunities to further progress.
- Maintains professional appearance and attitude.
- Meets assigned classes, attends committee meetings, faculty meetings and school appointments in a punctual professional manner.
- Maintains accurate records and provides reports to students, parents and/or administration as required by his assignment.
- Cooperates with other staff members and the administration for the general welfare of the students, parents, school, administration, and the community.
- Maintains a professional relationship with students, staff members, parents and the community.
- Participates in the evaluation of the total school programme.
- Assists in planning and coordinating the work of learning support assistants and support staff who are under his/her direct supervision.
- Must be aware of cultural and ethnic groups.
- Expected to promote correct standard of uniform when dealing directly with students.

**General and review**

To understand and be prepared to support the ethos of the school by:

- Promoting good relationships with students, parents, colleagues, governors, LA and agency staff and visitors to the school;
- Promoting high standards of student behaviour inside the classroom and around the school generally, following the school's behaviour policy;
- Promoting high standards of personal presentation and conduct, including being punctual and using social network media appropriately;
- Completing training in the relevant areas to meet all safeguarding and health and safety standards as advised by CWLC and government policy.
- Being aware of all matters of health and safety related to the working environment.

This job description is not necessarily a comprehensive definition. It will be reviewed periodically and when appropriate. It may be subject to change or modification at any time after consultation.

Christopher Whitehead Language College and Sixth Form has a strong commitment to achieving equality of opportunities in its service to the community and the employment of people and expects all employees to understand, comply with and promote its policies in their own work.

Christopher Whitehead Language College and Sixth Form is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## Person Specification

Teacher of MFL	Essential	Desirable	Evidenced (Application Form, Interview, References)
<b>Qualifications and Training</b>			
DfE recognised Qualified Teacher Status	✓		A
Appropriate degree	✓		A, I
Evidence of recent and relevant professional development		✓	A
<b>Experience</b>			
Successful teaching experience of MFL KS3/4/5 (including teaching practice)	✓		A, R
<b>Skills and Abilities</b>			
Commitment to working as part of a team, including the sharing of successful teaching and learning strategies	✓		A, I, R
Contributing to the development of the department's curriculum and resources	✓		A, I, R
Ability to teach good or outstanding lessons	✓		A, I, R
Strong classroom management skills	✓		A, I, R
Effective communication skills	✓		A, I, R
Ability to use innovative and interactive teaching methods	✓		A, I, R
Uses ICT as an innovative tool for learning	✓		A, I, R
Contribute to the improvement and implementation of assessment for learning within the department	✓		A, I, R
<b>Other Factors</b>			
Mark work regularly and set achievable and aspirational targets for students	✓		A, I, R
Demonstrate enthusiasm for and enjoyment of teaching	✓		A, I, R
Willingness and ability to play a key role in delivering extra-curricular activities for students	✓		A, I, R
A passion for helping young people to develop their understanding and experiences to reach their full potential	✓		I, R
Well organised with good time management skills	✓		I, R
Meets tight deadlines with attention to detail	✓		I, R
High degree of personal integrity	✓		A, I, R
Hardworking, energetic and cheerful	✓		I
Excellent attendance record	✓		R
A thorough understanding of a teacher's role in safeguarding young people	✓		A, I, R

*This post is exempt from the Rehabilitation of Offenders Act 1974 and as such all applicants who are appointed to this post will be subject to an Enhanced Disclosure from the Disclosure and Barring Service before the appointment is confirmed. This check will include details of cautions, reprimands or warnings, as well as convictions and non-conviction information. Once provisionally appointed, the successful applicant may also be required to apply for an Enhanced Disclosure at predetermined intervals during the course of their employment whilst in this post.*

## **Departmental Overview**

### **The Modern Languages Department**

The Department is a strong and successful curriculum area in the school. 90% of students are entered for the GCSE and our results contribute towards the school's 42% EBacc figure, the best in the county. Our most recent OFSTED inspection in May 2013, stated that teaching in MFL was always good and in some lessons outstanding.

The standards at KS3 are above the national average and improving. Students speak confidently and are able to apply grammatical understanding to written work and have a good breadth of vocabulary.

#### **The Ethos of the Department**

The main features of language teaching are:

- To provide all students with the opportunities to achieve their potential.
- To provide a breadth of learning experiences designed to encourage confidence and independence.
- To provide a range of extra-curricular activities.
- A systematic approach to language-learning skills.
- The assessment of students and use of results for targeting purposes.
- A belief in the continuous development of the department and its members.
- An experienced and supportive team of professionals.

#### **Languages and Courses**

KS3 – Students are split into two bands. Over the last ten years each band has studied one of French, Spanish or German. From September 2018 onwards we will have fixed bands of Spanish and German, and students on either band may opt in to studying French instead. They have two hours of lessons each week. There are two data entries per year, so some form of assessment will take place before these take place. In KS3 we do 'Assessment without Levels' and track students' progress using this system. Any assessments taken by the students mirror how they are assessed in the new specification GCSE exams, helping them to prepare for the demands of the updated examinations. Students are placed into one of five sets, according to their ability. In year 9, our lowest ability students follow the FCSE course. We have recently been selected as part of the Chinese Government funded 'Mandarin Excellency Programme' (MEP) and in September 2017 thirty students opted out of their European language and into Mandarin, which they will study for their five years at CWLC. The 2018 cohort for the MEP will study two hours of Spanish a fortnight on top of their Mandarin lessons. All students are offered the chance of studying a second language from year 9 onwards.

KS4 – Over 90% of students continue with the study of their foreign language to the end of year 11, at which time they take their GCSE exams. We have opted to follow the AQA syllabus for the new specification GCSE. Students are expected to learn 15 words of vocabulary every week, and also have a homework booklet which features a variety of activities to help prepare them for the GCSE exams. Students who studied Chinese in year 9 (but who are not part of the MEP) may continue their studies in KS4, taking the full EdExcel GCSE in year 11.

KS5 – We are delighted to offer French, German and Spanish at A level; these are being taught for the third time this school year following the opening of the Sixth Form in 2016. For the new specification we have opted for the EdExcel courses. Students wishing to study a language at A level will have to achieve at least a grade 6 at GCSE and are expected to complete preparatory work over the summer holiday. We are hoping to be able to offer Chinese as a 'pathway' option to our sixth form students as well.

### **Rooms and Equipment**

There are eight full size rooms which have access to the latest interactive whiteboard technology. There is also a staff room and the department has access to the school's well-equipped computer rooms on a booking basis. We have access to the Pearson Active Learn learning platform for GCSE, and Dynamic Learning for A level.

### **Visits Abroad**

Staff at Christopher Whitehead Language College & Sixth Form organise a range of annual trips abroad. In the next school year, we are planning on taking groups of KS3 students to Berlin in April 2019, and to Murcia in Spain in May 2019. We are also hoping to establish an annual day trip to a French Christmas market, looking to go in December 2018.

### **External Links**

The school has the full International School Award and we have a number of partnerships with schools in France, Spain, Austria, China, India and the USA.

Members of the MFL staff have in the past visited local primary schools and helped them in the delivery of the KS2 MFL Framework. For some schools, this meant team teaching and enrichment activities, whilst in others our staff deliver lessons.

Students from the University of Worcester PGCE course and our MAT partner Woodrush spend time with us on teaching practice and we have excellent links with them. We also have links with many teacher-training institutions internationally and welcome visits of their student teachers.

### **The Future for Languages at Christopher Whitehead Language College & Sixth Form**

We became a Language College in September 2005. This exciting development enables the department to further enhance its educational and cultural links both at home and abroad. Though no longer officially a language college since achieving Academy status, the school continues to promote the study of languages as a vital tool for lifelong learning and as a means of supporting our students in achieving the EBacc, for which the school has the best results in the county.

We are looking forward to forging a wider range of links with schools across Europe. These developments already include the participation of other curriculum areas in our school in cross-curricular activities and projects.

Martin Goffe  
Head of Modern Foreign Languages  
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