



Westcliff High School
for Boys

JOB DESCRIPTION

TEACHER OF SPANISH

INTRODUCTION

The Spanish Department aims to provide outstanding teaching in what is the second most-widely spoken language worldwide, while instilling an appreciation for the rich cultural heritage and diversity within the Hispanic world. Spanish has been introduced as a new subject at Westcliff High School for Boys (WHSB) five years ago. We have had consistently good results in Key Stage 3 and our GCSE course is a very popular choice for our pupils. In September 2018, we hope to start our first year of Advanced Level.

The Department offers a variety of additional clubs which pupils can attend, aimed at supporting those in need or extending the more able. We have a particularly effective mentoring scheme, in which Years 10 and 11 pupils mentor those in the Lower School. Pupils in Years 7 and 8 also participate in various competitions, such as the Spelling bee and Translation competition organised by various local schools. Further to this, we organise a range of activities for Enrichment Days and the European Day of Languages. Last year, we took a small group of GCSE pupils to Barcelona and we hope to establish a Spanish Exchange programme in the near future.

ACCOMMODATION AND FACILITIES

The Spanish Department is well-equipped. In both Key Stage 3 and 4, we work with a textbook and online resources. Pupils are also offered the opportunity to buy a grammar workbook which accompanies the textbook. The Modern Foreign Language Department houses six spacious classrooms (one of which is a newly equipped language laboratory). There are whiteboards, projectors and speakers in all classrooms. All staff are trained in the use of the language laboratory, to use it effectively to support Teaching & Learning.

CURRICULUM

The curriculum incorporates contexts familiar to pupils in their everyday lives and teaches them the vocabulary that they need to communicate with young Spanish people of their own age on topics that interest them. They are introduced to the everyday life and the culture of Spain and other Spanish-speaking countries, encouraging intercultural understanding. At the same time, we ensure pupils are taught language learning skills and strategies that they need to become independent language learners.

In KS3 and KS4 we use *Viva!* (Pearson). Teachers are also able to use *Active Teach*, which provides an easy-to-use and exciting technology, designed to add dynamism and engagement to whole-class teaching. From Year 7 onwards, we use a range of extra materials and assessments to introduce, consolidate and extend pupils' understanding of the new GCSE 9-1 specification.

The AQA GCSE 9-1 Curriculum builds upon the work that has been completed in Years 7-9, both consolidating as well as extending it in order to enable pupils to achieve the very highest grades.

The majority of the course is covered in Year 10 and the aim is to finish the course content by the February of Year 11, allowing sufficient time for revision in preparation for their public examination.

EXAMINATION RESULTS

This is the first year of Spanish GCSE at WHSB; however, the GCSE results in the other Modern Foreign Languages are above the national average and we expect the same in Spanish.

JOB DESCRIPTION

TEACHER OF SPANISH

Job Purpose:

The teacher is required to carry out the general professional duties of a school teacher under the reasonable direction of the Head of Department and Headmaster and to perform such particular duties that from time to time which may reasonably be assigned him/her by the Headmaster. Teachers on the Upper Pay Scale (UPS) will be expected to make broader contribution to the School as a normal part of their work.

Duties and Responsibilities:

The following responsibilities are included in the professional duties which the teacher is required to perform:

General Duties:

- to support and promote the School's general purposes, ethos and Learner Profile;
- to be familiar with and respect and follow the School's Policies and Procedures;
- to maintain a good understanding of whole School Evaluation and Development Planning;
- to act as a role model to pupils through always being punctual and well prepared and to maintain appropriate professional relationships and an atmosphere conducive to learning;
- to attend School and Year Assemblies and to carry out a share of supervision duties in accordance with published rotas;
- to contribute actively to the maintenance of the School as an orderly community by upholding the provisions of the School's Rules and the Pupils' Code of Conduct;
- to maintain good order and discipline among the pupils, safeguarding their welfare both on School premises and when engaged in authorized activities elsewhere;
- to participate in staff and other meetings relating to the School's curricular, pastoral or administrative arrangements;
- to assist with covering or taking other classes as and when required (e.g. staff illness) and being available for examination invigilation;
- to communicate and co-operate on educational issues with persons or bodies outside the School as appropriate;
- to contribute to the extra-curricular life of the School as appropriate and attend and support School and House events wherever possible.

Teaching:

- to ensure that lessons are planned in appropriate detail (considering pupils' prior attainment) and are prepared and delivered in accordance with the Learner Profile, departmental Schemes of Work and regulatory standards, reinforcing the need for high expectations which inspire, motivate and challenge pupils;
- to take account of pupils' educational needs (differentiating where appropriate), to teach in a manner appropriate to a Grammar School (as outlined in the School's *Guide to Outstanding Teaching*), including the setting and marking of work, to be carried out by the pupils in School and elsewhere (homework), according to agreed schedules;
- to assess, record and report on the development, progress and attainment of pupils in accordance with the School's policy, in order to ensure pupils fulfil their potential. This record of assessment should be available to the Head of Department or Directors of Studies on request;

- to regularly mark pupils' work, giving appropriate feedback and keeping records of marks;
- to provide mark lists, grading lists, written reports, internal comments or references relating to individual pupils as the School may require;
- to communicate with Head of Department and Form Tutor regarding the progress of individual pupils, as necessary;
- to attend Parent Evenings to discuss the progress of pupils and use such occasions to offer constructive advice on what pupils need to do to improve their progress;
- to participate, within the guidelines laid down by the Head of Department, in the evaluation and development of appropriate methods of teaching, syllabuses and materials, writing Schemes of Work as reasonably requested and contributing to the development of departmental policy;
- to assist with displays and publishing of pupils' work;
- to utilise ICT as an effective tool to aid teaching and other classroom resources as appropriate;
- to assist with departmental voluntary activities, societies, trips and initiatives.

Pastoral Care:

Teachers will act as Form Tutors under the direction of a Progress Leader and Head of School/Director of Sixth Form and they will:

- be 'in loco parentis', responsible for the welfare of pupils in the Form and the first point of contact for those seeking help or guidance or wishing to express concern;
- take an interest in the personal circumstances and development of each pupil in the designated Form Group, in his/her happiness and security, and to be available for advice or consultation with parents as well as provide comments on Reports, and to handle correspondence;
- promote the academic progress and well-being of individual pupils and any Form Group, class or group, ensuring consistent feedback is given, which guides pupils. Discussing Reports and supporting self-evaluation activities with the designated Form Group;
- providing tutees with guidance and advice on educational, careers and social matters, monitoring their welfare and making relevant records and reports (including reference and personal profiles) in accordance with the School's policies. If necessary, directing pupils to sources of more expert advice on specific questions;
- ensure that the Form Group's Pupil Planners are kept up to date and to ensure they are used effectively by pupils including as a means of parent(s)/School communication;
- promote the Learner Profile and high standards of behaviour, attendance, punctuality and attitudes to work.
- ensure that pupils' dress and appearance conform to the requirements set out in the Code of Conduct;
- encourage pupils to develop their interests and talents through participation in extra-curricular activities and the broader life of the School;
- discharge effectively a range of Form administrative duties.

Personnel and Continuing Professional Development:

- to attend and participate in Staff INSET and training courses and events, as requested;
- to contribute, as requested, to the selection, appointment and professional development of staff, including the induction of new teachers;
- teachers on the Upper Pay Scale will be expected to make a greater contribution to the School's Appraisal and CPD arrangements as part of their normal working arrangements.

CONDITIONS OF EMPLOYMENT




- The above responsibilities are subject to the general duties and responsibilities contained in the written Statement of Conditions of Employment (the Contract of Employment).
- The postholder is required to support and encourage the School's ethos and its objectives, policies and procedures as agreed by the Governing Body.
- To uphold the School's policy in respect of child protection and safeguarding matters.
- The postholder shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers' Pay and Conditions Document.
- The postholder may be required to perform any other reasonable tasks after consultation.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at regular intervals and it may be subject to modification at any time after consultation with the postholder.
- All staff members are required to participate in the School's Appraisal Scheme.



Westcliff High School for Boys

Headmaster: Mr MA Skelly M.A.

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