



ST MARY'S CALNE

## Teacher of French January 2020

A recognised leader in the field of girls' independent boarding education, St Mary's Calne has approximately 365 girls aged 11-18, including 120+ girls in the Sixth Form. Results in public examinations are consistently excellent, with almost all of the girls going on to university, several each year to Oxbridge, to read a wide variety of subjects. As well as innovative teaching, learning and scholarship, St Mary's offers outstanding pastoral care and a vibrant, warm community.

We are looking for an experienced, enthusiastic and inspirational graduate, with outstanding inter-personal skills, to teach French throughout the school. We would expect the successful candidate to be able to teach from beginner to A Level. An additional responsibility within the MFL Department may be available for the right candidate.

**St Mary's is committed to safeguarding and promoting the welfare of pupils.**

**Due to the nature of the work involved, the successful applicant will be required to undertake an Enhanced DBS check.**



**Headmistress: Dr Felicia Kirk,  
BA (University of Maryland), MA and PhD (Brown University)**

# THE SCHOOL: ITS ETHOS AND AIMS

St Mary's Calne believes in excellence in all respects. As a school community, we thrive amidst a culture of strong expectations and the education which we provide nurtures and develops the concept of high performance. The principal aim is to develop well-rounded pupils who are equipped to excel as adults.



Whilst the achievement of top quality examination results is a central tenet, since these will be a key passport for the girls in the path to their future careers in the modern world, we seek to encourage everyone (girls and colleagues) to strive for excellence in a wide range of spheres. We aim to inculcate habits for life, enabling the girls to relish the prospect of hard work; to develop and deploy the necessary qualities of perseverance and determination; to learn how to do well; to acquire the belief and self-confidence that they are capable of high performance and success – both in the short term and in the future; to instil a sense of desire and an appreciation that the future, indeed their future, lies within the grasp of their own efforts.

Extra-curricular opportunities beyond the classroom are a vital and integral part of life for girls at St Mary's Calne. They are woven into the timetable during the day, in the evenings and at weekends. We believe that both boarders and day girls benefit from all aspects of the strong boarding ethos of the school.



## BENEFITS OF WORKING AT ST MARY'S CALNE

St Mary's Calne offers an academically enriching working environment within the beautiful Wiltshire countryside, with easy transport links to Bristol, Bath and London.

Excellent and tailored continuing professional development within the department and across the school.

Highly motivated girls with lessons taught in small groups.

Competitive salaries and a contributory pension scheme.

Discounted membership of the St Mary's Calne Sports Centre.

Fee remission for daughters educated at St Mary's Calne and for sons and daughters educated at St Margaret's Preparatory School.

Complimentary meals in the Dining Hall during term time.

Free on-site parking.



# THE MFL DEPARTMENT

The Faculty of Modern Foreign Languages offers French, Spanish and German, Mandarin and Italian. There are currently five full-time and five part-time teachers. The faculty is also assisted by native teachers who deliver French, German, Spanish and Mandarin conversation and teachers who deliver Italian, Japanese and Russian on a private basis.

All girls joining St Mary's in the LIV Form (Year 7) one language from a choice of three: French, German and Spanish (4 lessons per week). Girls commit to studying this language for their first two years at the school. In addition, they are all introduced to Mandarin language and Chinese culture in small groups for one period per week. This is taught in mixed ability groups.

In the MIV Form (Year 8) all girls continue with their chosen language and may pick up a second (from French, Spanish, German or Mandarin), and have two lessons per week in each language studied.

In the UIV Form (Year 9) all girls study at least one Modern Foreign language and many study two. According to their choices, the girls continue with French, continue or begin Spanish and/or may continue or begin to study German. The option of continuing Mandarin is also possible. There is no beginner's class in either French or Mandarin in UIV.

In the LV Form (Year 10) girls must choose to study at least one Modern Foreign Language to public examination level but many opt for two; they continue with their chosen language(s) to GCSE in the UV year (Year 11). Girls are prepared for the IGCSE (CAIE Board). All linguists from this stage upwards attend weekly conversation lessons in small groups with native speakers.

At Sixth Form level, French, German and Spanish are offered to A Level (all languages use the Edexcel Board specifications). Pre U Mandarin is offered. Girls usually attend six class lessons, one conversation lesson with a native speaker and a news club also run by the conversation teacher.

Private lessons can usually be arranged for girls in a number of other languages on request. Currently girls are having private tuition in Italian, Russian, Danish, Mandarin and Japanese. It is our aim to facilitate other requests, when possible, on an individual basis.



We introduce the girls to the culture of the countries where the languages are spoken and try to ensure that the study of languages will give them both enjoyment and satisfaction, whilst providing appropriate academic challenge and stimulation. We encourage the girls to visit the countries where the target language is spoken and aim to provide opportunities to enable them to do so. To this end we organise study holidays, exchanges and trips to France, Spain and Germany. Recently, we have taken trips or exchanges to these three countries, with our first ever trip to China having taken place in Easter 2016. In addition, we run a number of other local trips (to the cinema and theatre) and activities (workshops) to enrich the girls' learning.

# EXPECTATIONS OF ACADEMIC TEACHING STAFF

Most importantly, we are looking for an enthusiastic, energetic and well-qualified teacher who will inspire his/her pupils and who can engage sympathetically with young people. He/she will: make an active contribution to the department; stretch pupils of all abilities to achieve their potential; encourage pupils to learn by making the subject taught both interesting and accessible; be innovative and dynamic in order to ensure the effective delivery of the curriculum. Our pupils' success in acquiring new abilities, skills and understanding depends crucially upon the quality of teaching which we are able to offer.



St Mary's School has an innovative approach, incorporating Connected Teaching and Learning. This is based around the seven attributes of a St Mary's learner which seeks to encourage the girls to be: Proactive Learners; Inquisitive Learners; Creative Thinkers; Confident Learners; Collaborative Learners; Robust Learners and Reflective Learners. These attributes are interwoven into all areas of school life. Members of the teaching staff are expected to embrace this culture of being at the forefront of girls' education through, amongst other things, attending regular CPD sessions and demonstrating an openness to new ideas.

All members of staff are expected to commit to the boarding ethos of the school which includes supporting the extra-curricular life, as well as taking on the role of a House tutor within a boarding House on one evening a week. This provides a key interface between the specific academic work of the classroom and the broader life of the boarding community.

In particular at St Mary's, we pride ourselves on our focus on the needs of individual girls. This is underpinned by the tutorial system in which all members of the academic staff play a full part, looking after a number of Tutees in different year groups; these tend to be drawn from the particular House in which each member of staff tutors.



## TEACHING STAFF ROUTINE DUTIES AND COMMITMENTS

St Mary's School holds all teaching staff to the highest standards in accordance with DfE guidance on teacher standards:

'Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up to date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.'

In addition, a full-time member of teaching staff can expect:

- To teach 20 lessons per week; staff are expected to be in school for 28 out of a total 33 lessons so they are available for cover and other duties (this allows staff to have a morning and afternoon off). Part-time staff members are expected to be in school for the same proportion of non-contact time as teaching time.
- To be on the premises to check pigeonholes and daily information boards before the start of school.
- To check email at several points during the day.
- To set and mark work in accordance with Departmental guidance.
- To invigilate, set and mark internal exam papers.
- To prepare girls for public examinations as appropriate.
- To write reports and grade sheets in accordance with the guidance issued by the Deputy Head Academic.
- To be a Tutor to a number of girls up to a maximum of 8.
- To take a share in Cover and other duties.
- The equivalent of one day off per week, made up of either one full day or two half days (e.g. one Saturday morning and an afternoon). However, staff should be in school on the first and last day of term, even if this falls on their allocated day off.
- To be a House Tutor with an evening duty once a week.
- Evening, weekend and other duties allocated by the Senior Deputy Head or Deputy Head Pastoral.
- To be in school prior to the start and end of terms as required. When arranging holidays and other commitments outside school, staff should avoid the part weeks at the beginnings and ends of terms as CPD frequently takes place at this time. Any request for absence during this time needs to be submitted directly to the Headmistress.
- Cover for absent colleagues as required.
- A salary will be paid at the appropriate point on the St Mary's Pay Scale. For all new members of staff, the first six months of employment is a trial period for both parties. The normal one term's notice to terminate the contract is not applicable until after that period.



All members of staff are expected to have proper regard for the school's safeguarding policy and procedures, including update training. The above applies to part-time teaching staff on a pro-rata basis.



# PERSON SPECIFICATION

## Essential

- University Graduate with a degree in French
- Qualified teacher with an ability to teach French up to and including A Level
- Excellent communication skills
- Motivation to work with young people
- Good IT skills
- Willingness to participate in the wider life of a boarding school
- The ability to use initiative
- The ability to relate effectively with pupils and their parents
- The ability to be flexible and work independently
- The desire to develop professionally on a continuous basis
- The ability to tutor girls and be pastorally aware

## Desirable

- Experience of teaching successfully at a high level
- Awareness of the requirements of the relevant IGCSE specifications



# FURTHER DETAILS AND HOW TO APPLY

Further information about the school may be viewed on the website: [www.stmaryscalne.org](http://www.stmaryscalne.org)

An application form may be downloaded from the website or can be sent on request. Please contact:

Mrs Karen Turner  
St Mary's School  
Calne  
Wiltshire SN11 0DF

Email: [teacher.recruitment@stmaryscalne.org](mailto:teacher.recruitment@stmaryscalne.org)

Tel: 01249 857 338

A fully completed application form, together with a covering letter, should be sent by email to:  
[teacher.recruitment@stmaryscalne.org](mailto:teacher.recruitment@stmaryscalne.org)

**Email is very much our preferred method of receiving applications** and receipt of an application will be acknowledged as soon as possible.

**Closing date for applications: Midday, Monday 30th September 2019**  
**Proposed interview date: Monday 7th October 2019**

All members of staff are expected to have proper regard for the school's safeguarding policy and procedures, including up-to-date training. Extracts from the school's policy are on the following page.

## EXTRACT FROM ST MARY'S CALNE CHILD PROTECTION POLICY

We are dedicated to safeguarding and promoting the welfare of our boarders and day girls, regardless of age, ability, race, culture, religion, sexuality or background. We follow the child protection procedures set out by the Wiltshire Safeguarding Children Board (currently transitioning to Local Safeguarding Partners) and have regard to statutory guidance issued by the Department for Education *Keeping Children Safe in Education, 2019*. Our policy takes full regard to *Working Together to Safeguard Children 2018 (WT)*, *What to do if you are Worried a Child is Being Abused (2015)* and the *National Minimum Boarding Standards (2015)*.

At St Mary's Calne we have a 'Nominated Governor' to take leadership responsibility for the school's safeguarding arrangements.

### What is safeguarding?

Safeguarding can be defined as promoting the health, safety and welfare of all pupils.

Safeguarding is the responsibility of all adults, especially those working or volunteering with children. The school aims to help protect the children in its care by working consistently and appropriately with all relevant agencies to reduce risk and promote the welfare of children.

### Staff:

- are advised to maintain an attitude of 'it could happen here' as far as safeguarding is concerned
- should always act in the best interest of the child.

### What is child protection?

Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm.



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