



Edgbarrow School



CANDIDATE INFORMATION TEACHER OF MODERN FOREIGN LANGUAGES

EDGBARROW SCHOOL Grant Road, Crowthorne, Berkshire. RG45 7HZ TEL: 01344 772 658

Contents



- Letter from the Headteacher
- Candidate Information:
 - School Information & Vision
 - Job Description
 - Person Specification
 - Department Description
 - How to Apply
- Further Information:
 - School Links
 - Curriculum
 - Exam Results



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Dear Applicant

Thank you for taking an interest in the advertised post at Edgbarrow School. We hope you find the information helpful in making your decision to proceed further in the application process. We make every endeavour to provide all candidates with equality of opportunity in the selection process. If you have any additional queries, please do not hesitate to contact the school.

Edgbarrow School is an 11-18 mixed comprehensive academy and is a founder member of the Corvus Learning Trust. The school serves the students of Crowthorne Village in Bracknell Forest. There are approximately 1500 pupils on role of which 400 are in the sixth form. Further information regarding the school can be obtained by visiting the school website at www.edgbarrowschool.co.uk.

Applications from suitably qualified and experienced candidates are welcomed via the online application system and any queries emailed to recruitment@edgbarrowschool.co.uk. This post is subject to an enhanced criminal record check and references.

Edgbarrow School is an outstanding, happy, and caring school and we look forward to receiving applications from suitable candidates for this important post. I would like to take this opportunity of expressing my best wishes to all those who apply and, whether or not you are successful in this particular application, to wish you success in your future career.

Yours sincerely

Mr Stuart Matthews

Headteacher

School Information & Vision



Thank you for your interest in this post. The enclosed literature is intended to give a better understanding of Edgbarrow School.

Edgbarrow School is a larger than average secondary school, one of six secondary schools within the Bracknell Forest borough, and the only one in the village of Crowthorne. The school is regularly oversubscribed, attracting over 530 applications for 210 places in 2023. The sixth form has grown considerably in the last five years (300 to 400).

We are very fortunate to have a stable, professional and highly committed group of teachers and support staff who work together to ensure that each student receives the best educational experience. Visitors, including parents, contractors and outside agencies frequently comment on the positive atmosphere that pervades the school, from a warm welcome at our reception that continues to be felt around the site. We are very proud of our students' attitude towards their school, learning and the way they behave.

Our Vision

Edgbarrow School is a learning community where all students and staff:

- Enjoy school life and are supported in achieving their full potential in their academic, creative and physical, moral, spiritual and personal development.
- Understand that learning and teaching have the highest priority and benefit from working within a vibrant, purposeful environment.
- Know that they can make a positive contribution and are valued as individuals, fostering mutual respect within a safe, caring and supportive community.
- Have the opportunity to develop their talents and acquire skills for life-long learning in an increasingly technological society.
- Are encouraged to be confident, motivated, healthy, enterprising and responsible citizens.

In order to help you understand the school and our priorities, we have tried to identify what defines Edgbarrow for those of us who work here. These can be summarised under the following headings:

1. Achievement

- Attainment – excellent results at all key stages
- Progress – excellent progress made by all students

2. Reputation

The school at the centre of the community that trusts its young people will be cared for and provided with opportunities to develop all skills and talents

3. Ethos

Staff and students enjoy purposeful working relationships to learn together in a safe, happy environment

4. Ambition

Purposefully driven to be constantly improving by committed and hardworking governors, leaders, teachers and support staff reflected in the manner in which students engage and behave

5. Post 16 Learning

Provision of an excellent resource to build a bridge between school and Higher Education or work.



Job Description



Job Title:

Teacher of Modern Foreign Languages

Aim and main purpose of the job

Knowledge

- Demonstrate subject competence and to keep up-to-date his/her knowledge of the National Curriculum for 11-16 year olds in relation to their subject; and where relevant to the post, other examination courses at KS4 and Post 16.
- To attend continuous professional development activities when required to update his/her knowledge of the National Curriculum, syllabus changes and national initiatives which impinge directly on teaching, pastoral or other responsibilities.
- For Newly Qualified Teachers, to attend INSET and other professional development activities required in an agreed action plan so as to meet the national standards for the Induction Year.
- To keep informed about the key priorities identified in the School Development Plan, associated department development plans and his/her responsibilities agreed upon within it.

Planning, Teaching and Classroom Management

- To teach across a range of abilities and ages commensurate with his/her experience and skills and as agreed in consultation with the Headteacher and Head of Department.
- To plan lessons in accordance with the agreed departmental scheme of work and in line with the departmental teaching and learning policy.
- To plan lessons carefully with specific learning objectives and with special regard to prior attainment data, gender and race, fluency in English, SEN (including IEPs).
- Use a variety of teaching approaches which identify, build upon and develop pupil learning styles, and the ability to learn independently.
- To set clear targets for pupil improvement and monitor progress towards these.
- To work effectively with Learning Support Assistants to plan lessons and individual support for statemented pupils, including monitoring progress on IEPs.
- To set appropriate homework in line with school and departmental policies.
- Establish and maintain good standards of pupil behaviour in the classroom by implementing consistently and fairly the School Behaviour Policy.

Monitoring, Assessment, Recording and Reporting

- To assess how well learning objectives have been achieved and use this assessment to improve aspects of teaching.
- To develop the expertise to be able to recognise the level at which a pupil is achieving, and make accurate and valid assessments using school and departmental policies and procedures.
- To mark work on a regular basis in line with school and departmental policies and guidelines.
- To make careful records of attendance and pupil progress following carefully the departmental guidelines; mark books and pupil work should be available for scrutiny as required from time to time.
- To liaise effectively with pupils' parents/carers through informative oral and written reports on pupils' progress and achievements according to the school's assessment and reporting schedule.
- To discuss with parents/carers appropriate targets for their child, and encourage them to support their child's learning, behaviour and progress.

Other Professional Responsibilities

- To undertake the role of form tutor, if required to do so, and follow the guidance given by the Head of Year in relation to carrying out this role.
- To undertake supervisory duties before school, at break or after school as required.
- To attend department and other school meetings as required.
- To contribute to the work of the department.
- To support colleagues in maintaining the school's behaviour policy.
- To maintain appropriate standards of professional appearance and conduct.
- To raise issues of concern with his/her line manager or with the appropriate member of SLT.
- For staff who have reached the Threshold, to keep evidence of their ability to maintain the Professional Standards.
- Every teacher is involved in the school's system of Performance Appraisal. Each teacher should set objectives each year with their team leader.
- The post holder is responsible for ensuring that the school safeguarding/child protection policy is adhered to and concerns are raised in accordance with this policy.
- To carry out tasks as reasonably required by the Headteacher

Details of Line Management

Teachers are line managed by Heads of Department and Heads of Year in respect to their work as a tutor.

Notes

Whilst every effort has been made to explain the accountabilities of this post, each individual task undertaken may not be identified.

This job description is current, but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Person Specification



Key Criteria	Essential	Desirable
Qualifications	<p>Qualified Teacher Status</p> <p>Good honours degree</p>	Evidence of further study
Experience	<p>Teaching of subject to pupils at KS3 and KS4</p> <p>Teaching of subject post 16</p> <p>Ability to use ICT effectively to support learning</p> <p>Ability to use ICT to raise achievement</p> <p>Demonstrable experience of improving pupil outcomes</p> <p>High quality outcomes</p> <p>Experience as a form tutor and/or pastoral work</p>	
Professional Skills & Abilities	<p>High expectations of pupils</p> <p>Developing and maintaining good relationships with colleagues</p> <p>Good or outstanding practitioner</p> <p>Excellent communication skills</p> <p>Able to work constructively individually, and as part of a team</p> <p>Good literacy/numeracy skills</p> <p>Able to work with students within an agreed behaviour management policy</p>	<p>Willing to become involved in extra-curricular activities</p> <p>Extensive subject knowledge</p>

Key Criteria	Essential	Desirable
Personal Qualities	<p>Very hard working</p> <p>A sense of purpose and drive to raise standards</p> <p>Positive attitude, energy & commitment</p> <p>Well organised</p> <p>Well presented</p> <p>Ability to work hard under pressure while maintaining a positive professional attitude</p> <p>Ability to organise and prioritise workload and work on own initiative</p> <p>Commitment to personal career development</p>	
Work Related Personal Requirements	<p>Suitable to work with children</p> <p>Ability to maintain strict confidentiality of information received and processed as part of the job role</p> <p>Committed to equality of opportunity</p> <p>Commitment to continuing professional development</p> <p>Understanding of different social backgrounds of students</p> <p>Understanding the needs of students and the appropriate strategies to support them</p> <p>Able to identify own training needs and actively seek, and participate in, learning opportunities.</p>	
Other Work Requirements	<p>Ability to meet physical/social/emotional needs of students</p>	



Modern Foreign Languages Department



The Modern Languages Department plays a key role in the life of the school which is recognised by parents and pupils who appreciate its high profile.

Currently our students in KS3 learn French or Spanish and our top sets in Year 8 and Year 9 learn both languages. Both subjects are taught to A Level, with healthy numbers at GCSE and A Level. At present there are six full time and two part time members of the department. The department is very friendly, there is a high degree of collaboration and sharing of ideas and the teaching is of a very high standard. We have a high uptake of students taking languages at GCSE, with over 95% achieving grades 9-4 in 2022 and 60% A*-B at A Level. We are very proud of our achievements and those of our students.

The department moved into four new classrooms in our new block in September 2021. All the rooms have audio-visual equipment and interactive whiteboards. The department also makes regular use of DVDs, websites, online resources and other authentic materials. Our aim is to provide our students with lifelong language learning skills and create a stimulating and structured atmosphere where the students genuinely want to use the target language at every opportunity. We work to make them more responsible for their personal developments as linguists and inspire them with a love of languages. We would very much value new ideas and initiatives in the department.

Our KS3 curriculum has been designed to develop key skills and fluency ready for GCSE, we use an EPI teaching method adapted for our students with centralised resources that are developed by the languages team. Students study the Edexcel syllabus for the new GCSE and 'A' Level supported with the Studio and Viva textbooks at GCSE.

We run a long standing Spanish exchange, and a residential study visits to France and Spain in KS3 and residential visits in Year 10 for our GCSE students. Our 6th Form students have the option to spend time in France or Spain during their A level course. Our trips are popular and successful and an essential part of our curriculum.

We believe that this is an exciting opportunity for an enthusiastic teacher to join an outstanding team and look forward to your application.

Ms Katie Bransfield

Head of Languages

How to Apply



Complete the online application form via TES.

1. References will be taken up for shortlisted candidates prior to the interview date. Corvus Learning Trust is committed to safeguarding and promoting the welfare of all students. Each student's welfare is of paramount importance. Successful candidates will be required to undertake an enhanced DBS check.
2. If you have any queries regarding this application process please contact our HR department on 01344 772658 or email recruitment@edgbarrowschool.co.uk

CONTRACT TYPE:	Permanent, Full/Part Time
SALARY:	ECT/MPS/UPS
START DATE:	April 2024 or sooner

Edgbarrow School is committed to safeguarding and promoting the welfare of children and young people and expects all who work at the School to share this commitment. Successful applicants will be subject to an Enhanced Disclosure from the Disclosure and Barring Service (DBS).

Any offer of employment is therefore conditional on clearance from the above, the receipt of two satisfactory references, a satisfactory medical questionnaire, proof of qualifications, overseas checks where applicable, and proof of right to reside and work in the UK.

Edgbarrow School is committed to protecting the health, safety and welfare of all employees. To this end, staff enjoy:

- Contributory Pension Scheme
- Employee Assistance Programme
- Working as part of a motivated and committed team
- Access to on site fitness gym
- Cycle to work Scheme
- Eye Care Voucher Scheme

Further Information



School Links:



Sandhurst School

- [Edgbarrow School](#)
- [School Prospectus](#)
- [Corvus Learning Trust](#)

Curriculum:

The curriculum is organised within a two-week cycle. Each week is composed of 25 lessons, each lasting for one hour.

The Progress Department will work with students, both individually and in small groups, who need support to improve their Literacy skills.

Key Stage Four: Years 10 and 11 (ages 14-16)

All students study a core of subjects: English and English Literature, Mathematics, Science, Physical Education and PSHGEE (including Religious Education). Students may also be offered the opportunity to study Triple Science.

In addition, students may choose four further subjects from:

- **GCSEs:**

Art, Business Studies, Computing, Design and Technology (Food Engineering & Product Design), Drama, Economics, French, Geography, German, History, Information and Communication Technology, Music, Spanish, Physical Education, Religious Education and Science. However, all students are required to select at least one E-Bacc subject e.g. Geography, History, Computing, French, German or Spanish.

- **BTECs, VCerts & Cambridge Nationals:**

Information Technology, Business Studies, Sport, Performing Arts and Health and Social Care.

Sixth Form: Years 12 and 13 (ages 16-19)

In Years 12 & 13 students generally follow three subjects, leading to a full A level qualification and/or a Level 3 BTEC.

- **A Level Courses:**

Art and Design, Biology, Business Studies, Chemistry, Computing, Design and Technology (Food Technology & Product Design), Economics, English Language and English Literature, French, German, Geography, Government and Politics, History, Mathematics, Media Studies, Music, Philosophy and Ethics, Photography, Physics, Psychology, Sociology, Spanish, Sport and PE and Theatre Studies.

- **BTEC Courses:**

Sport and Exercise Science, Business Studies, Health and Social Care and ICT.

Enrichment Opportunities

In addition to their examination courses, all students participate in an enrichment programme. This programme is focused on a range of activities designed to give students an opportunity to participate in, and benefit, their local community e.g. a range of sports teams, Duke of Edinburgh Award, Young Enterprise, Operation Wallacea as well as many department-based clubs.

School Examination Results:

- Level 2 GCSE and BTEC**

We are very proud of the examination results achieved by our students over the past three years. Staff have worked hard with new data to track and monitor students and develop intervention strategies in order to help each individual to achieve their potential.

Whole School	P8	A8	9-5 EM	9-4 EM
2023	+0.01*	53.31	60%	80%
2022	+0.65	59.41	66%	87%
2021	N/A	58.80	74%	85%
2020	N/A	57.32	68%	87%
2019	+0.36	55.59	65%	82%
2018	+0.43	56.30 (B)	65.1%	82.8%

*estimated

- Level 3 A Level and BTEC**

In recent years we have worked hard to improve our examination results at post 16. A new Sixth Form building has certainly helped to provide an excellent learning environment and educational experience for our students. However, there is no doubt that staff have worked hard to develop the quality of teaching at post 16 and as a result the grades achieved by our students have improved significantly.

Whole School	A*-B	A*-C	Overall Pass Rate
2023	60%	82%	99%
2022	69%	90%	99%
2021	73%	87%	99%
2020	64%	86%	100%
2019	52%	77%	98%
2018	58%	81%	99%

