



BOOTHAM  
SCHOOL  
AGES 3-18

*Recruitment of*

**HEAD OF MFL**

AT BOOTHAM SCHOOL FROM **SEPTEMBER 2020**



# INTRODUCTION FROM THE HEADMASTER

## Bootham is a very different kind of school.

While it's hard to explain and do it justice fully in black and white (as so much of its difference is to be experienced rather than merely understood) it usually communicates itself to visitors very clearly on first encounter. In other words, to get to really understand this difference, you have to come and see it, touch it and feel it for yourself. Our hope is that this introduction to the school – lengthy though it is – will show you very clearly whether this is a school where you would thrive.

In many ways it is a normal school, full of normal students and normal staff, but it has extraordinary ambitions for them. Strongly academic yet not especially selective, informal yet committed to high expectations, purposeful in all it does yet not unnecessarily driven, Bootham's stated purpose is "to offer its students a pioneering, distinctive and authentically Quaker education that liberates them to live adventurous lives that serve to create a better world". Public exam results (which are generally very good indeed), the offer of a truly 'rounded' education, and the importance of personal development are all viewed as means to this bigger prosocial end, rather than merely as ends in themselves.

**Our philosophy** – still evolving under a relatively new leadership team – arises with conviction and determination from the school's Quaker

roots, and the practices that this foundation has bequeathed to it. The belief that there is 'that of God' in every human being, that this truth speaks of the essential equality of value of all people, and therefore that good relationships are the foundation of the school's success, has been at the heart of the school's mission and practices for almost 200 years. The Quaker values (or Testimonies) of truth, integrity, justice, equality, simplicity, peace and sustainability are at the heart of our strategy and daily interactions. We are by no means perfect, but we try (as individuals and a school) to become the best possible version of ourselves.

We value a liberal individuality, a radical spirit of enquiry and the search for truth wherever it may be found. To speak such words is one thing, but to see these values emanating from the people here really does make you feel that Bootham has got something special going on. Importantly, we meet in silence to open ourselves to new truth and inspiration; we refer to each other by first names, an enormously respectful expression of our equality as it turns out and we encourage the 'speaking of truth to power'.

“In short, and to quote Jonathan Taylor, my predecessor, in the letter he wrote to advertise the vacancy that I so fortunately was chosen to fill, working in a Quaker school is 'a radical delight'!





# ABOUT OUR SCHOOL

**Founded by local Quakers in 1823 to educate their sons, Bootham is now a coeducational day and boarding school for students aged 3 – 18 in the centre of York. There are currently around 580 students at our junior and senior schools who, together with over 200 teaching and support staff, make up the Bootham Community.**

The senior school is housed on Bootham, very close to the ancient city walls and Bootham Bar, a stone's throw from the Minster. It moved to its present site in 1846, and was largely rebuilt after a fire in 1899. Buildings range from elegant eighteenth and nineteenth century town houses along Bootham, to a stunning new Arts Centre opened in 2014. At the heart of the school – geographically and spiritually – is the award winning 'brutalist' 1960s meeting hall, where we meet for Quaker worship at least three times per week. Although a prime city centre site, the grounds are extensive and the overall impression created is one of space, calm and style; it is a bit of an oasis from the city outside.

The junior school is on a separate site nearby, having been acquired in 1997 and moved into purpose-built premises in 2002.

Approximately 100 students live in our three boarding houses, and comprise full, flexi and occasional boarders from at least 14 nationalities. While boarders are fully integrated into the 9-5 pastoral structures of the school, the fact that we are a boarding school shapes the pace, structure and many of the priorities of the school's life. Boarding adds a richness and diversity to the community from which we all benefit.

Bootham is part of a community of seven Quaker schools in the UK, one in Eire and many more worldwide. The schools in the British Isles collaborate together closely in a number of ways.





# THE CURRICULUM

We pursue an unashamedly academic programme of study which nonetheless prizes the performing and creative arts, for example, equally with the more supposedly 'traditional' subjects. Students study a broad programme in Schoolrooms (Years 7-9), and then choose ten GCSE subjects in Seniors (Years 10-11) at present, although this can be tailored for those who need it to be, such as boarders getting to grips with the English Language. The College (Years 12-13) programme permits those students who can cope with it to pursue 4 A levels (at least to start with) but expects all to take three and add a fourth choice from a suite of options, including the EPQ, AS Politics and Languages for Business.

Despite the fact that we are only mildly selective by ability, the school contains many very able students, as well as those who find high levels of obvious academic success something of a struggle. Results bear comparison with any school, especially given that profile. In 2017, 44% of A Level grades were at A\*-A and 73% at A\*-B. More tellingly, 75% of those applying to university gained a place on their first choice course, with a further 13% securing their insurance offer. These included a wide range of courses and venues including Cambridge, LSE, Central St Martin's, Imperial, Durham, Bath, Royal Vet College, Bristol, Warwick, Queen's Belfast, Leeds College of Art, Royal Academy of Music, UCL, Nottingham, Newcastle, Manchester and Hong Kong. At GCSE students secured 54% A\*-A and 80% A\*-B grades. Retention

into College is strong and a good number of students (many of them international boarders) join the school at that stage, meaning that College year groups are often bigger than they were the previous year.

Life beyond the classroom is really well catered for. The extraordinarily varied Bootham Challenge programme offers all age groups an almost bewildering range of activities both after school every evening, at weekends and during holidays. Students can gain their Bootham Challenge award for their participation in these activities; achievements and pastimes outside school contribute to that, too. For a small school, the sports programme is strong and varied but isn't considered more important than drama, outdoor pursuits, creative arts and music for example; indeed the school has a particularly strong musical and dramatic tradition. Trips to parts far and near are frequent and purposeful!

Pastoral Care is a strong suit of Bootham (as we hope could be expected from a Quaker school). Small tutor groups, supervised by Heads of Year, provide daily care, and The Lodge, our on-site medical centre, looks after all the health needs of boarders and provides some support for day students and staff, including the services of a school counsellor.





# BOOTHAM AIMS AND VALUES

In pursuing our vision and in seeking to promote the purpose of a Bootham Education we set ourselves the following aims:

- We aim to continue to grow and further develop a thriving community that reflects Quaker principles and practices, helping each individual to grow to recognise and develop 'that of God' in themselves and in other people
- We aim to help all students to become the best person that each can be and to achieve the best of which each is capable
- We aim to promote habits of hard work, self-regulating and the meeting of high standards of personal conduct in all aspects of work and relationships. We aim to develop our students into genuinely good people who are reflective, who seek truth and light, and whose lives speak with integrity of positive, pro-social values
- We aim to promote kindness, a questioning spirit, humility, and a deep sense of social responsibility, as well as both the courage and confidence to speak up, and to work to build a better world
- We aim, as staff, to model to our young people the qualities and values that we aspire for them to hold, and to do so with patience but in the expectation of high standards, seeking for - and helping them to seek for - 'that of God' within them

- We aim, as an employer, to provide a stimulating, fair and supportive working environment in which all employees understand the role they play in building a better world and know that they are valued for playing it

At Bootham School we value particularly an approach to our community from all who work and learn here which:

- looks for, responds to and works hard to draw out 'that of God' in others and in themselves
- seeks to make a positive contribution to the Bootham community and shows respect for its Quaker values, practices and heritage
- speaks with integrity of a straightforward, kind, caring and unquestioningly respectful approach to others
- is wholehearted, demonstrating commitment both to being the best that they can be and to the hard work needed in rising to the challenge of high standards and high expectations
- speaks truth, placing honesty in all things as a priority and is able to resolve conflict peacefully
- is ambitious to improve the world for others - near and far - in whatever ways they can





# THE SETTING

If you have never visited York you have a huge treat in store; and if you have, you will need no convincing that this is one of the most delightful, interesting and compact cities in the UK in which to live and work.

Rich in ancient history; renowned for its exquisite architecture; a national and regional centre for artistic and intellectual life: York is a flourishing city. It benefits from excellent rail links (being less than two hours from the heart of London by direct train, for example) as well as from its easy proximity to stunning national parks and areas of outstanding natural beauty. Founded by the Romans, the capital of the kingdoms of Northumbria and Jorvik, a flourishing industrial centre for the wool trade in the Middle Ages, a railway hub for Victorian England, home of world famous Rowntree's and Terry's chocolates, York in the twenty first century is home to two thriving universities and leading service industries. It has also been a centre of religious life.

It is the northern ecclesiastic province of the Church of England, and Quakers have played a central role in the life of the city for centuries.

**Regular lively arts, seasonal and academic festivals enliven the city; there's always something going on!**

Educationally, York is home to a number of excellent maintained and independent schools, which is a key part of Bootham's challenge: to offer a distinctive, value-adding fee paying education in a competitive context. Nonetheless, the York Independent State School Partnership, founded by the previous Head of Bootham, provides a nationally acknowledged model which is raising standards for all of the city's young people. The York Boarding Schools' Group, also founded by the previous Head, has similarly seen local independent boarding schools collaborate on marketing initiatives for the good of all.





# THE CHALLENGE

As has been explained above, Bootham is in many ways a rather special school.

Working here might particularly suit and stimulate you if much of the following resonates with you or attracts you! We believe you would fit well here if:

- however important you consider academic results to be, people and relationships are much more important to you
  - you believe that good relationships are the most important foundation for successful teaching, effective learning and good leadership
  - you really flourish in the company of young people and those who have dedicated themselves to developing them
  - you love your teaching subject and are passionate about the focus of the responsibility that you have applied for
  - you prize kindness, rigour, compassion and challenge in equal measure in approach to student welfare, behaviour and progress
  - you practise what you preach and model what you want students to value most about their lives and education
  - you have high expectations of yourself and the young people you will work with, but also possess a healthy scepticism about the worth of striving for perfection
  - you are also healthily sceptical about the primacy of public exam results as both the goal of education and the best measure of its success,
- despite your proven ability to help young people to achieve great grades!
- you are driven to identify and help others discover that which is unique, of most value and 'of God' in each member of our community, as well as in yourself
  - you understand the point within a Quaker school of – and recognise the respect inherent in – students referring to teachers by first name and being encouraged to 'speak truth to power'
  - you value silence, stillness and the ability just to 'be' amidst the busyness of school life
  - you have looked into the central tenets, values and practices of the Quaker way, and are open to understand why they can make such a good foundation for an education that is fit for the 21st century
  - you believe your calling is to use your skills, knowledge and personality to produce young people who will make an impact on the world for good
  - you can cope with well-intentioned but robust challenge from students, colleagues and, at times, parents
  - you are looking to work in a school that will challenge the educational status quo rather than blindly support it, and seek to use its independence to do so
  - you can approach your work knowing that long school holidays provide the necessary balance for intensive hard work during term time





# MODERN FOREIGN LANGUAGES AT BOOTHAM

## *Accommodation*

The department has its own suite of rooms, with four language classrooms, two conversation rooms, a media room and a language office/resources' area. Interactive whiteboards and data projectors are available in all of the rooms. Each room is equipped with a viewing screen, and networked computer.

The media room is used by all members of the department. All classes have timetabled access to the facility at least once a week. If the class is too big, the assistant conducts oral or written work with a small group and the students rotate. The students use the room for a variety of activities; commercially produced programmes, oral work, quizzes produced for the VLE, listening examinations and written work and external and internal examinations.

## *Current staff*

There are three full-time members of staff, one part-time and three language assistants.

## *What is currently taught*

The Modern Languages department currently teaches three foreign languages. All students study French and German or Spanish in Year 7 then choose two to study until the end of year 9 when they make their GCSE choices.

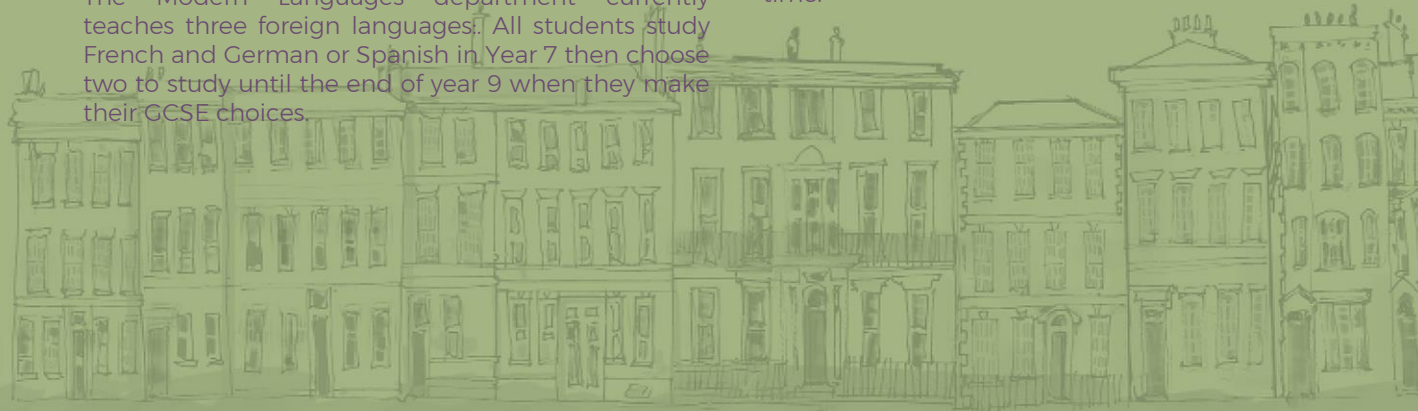
The language assistants teach new students French, Spanish or German when for different reasons they need to catch up with the rest of the class.

Everybody studies one foreign language to the age of sixteen, unless a student has specific learning differences. In the sixth form, French, German and Spanish are studied at A Level.

All language students in the Sixth Form and in Year 11 have a weekly oral lesson with the language assistants. The conversation classes for Year 11 take place in the activity hour between 4.30 and 5.30, whereas sixth formers have their lesson during the school day.

Students learning English as an additional language have the opportunity to take examinations in their own language should they wish.

The language assistants also run thriving adult courses for members of the community in the evening and currently run language/culture courses for Bootham Junior School students during term time.





# THE JOB

## Reports to:

The Head of MFL is responsible to the Head through a specified member of the Leadership Meeting (the SLT) - in this case the Assistant Head (Extended Curriculum) - who acts as line manager and carries out the Head of MFL's performance and development reviews. The Head of MFL is specifically responsible to the Assistant Head (Extended Curriculum) for the MFL department's contribution to the schools Enrichment programme.

The Head of Department is also responsible to:

The Deputy Head (Academic) for the effective implementation and development of programmes of study, teaching and learning policy and standards, and examinations

The Assistant Head (Curriculum Logistics) for timetabling, assessment and reports to parents

The Bursar for departmental budgets and premises issues

## Direct reports:

3 full-time Teachers

1 part-time Teacher

3 Language Assistants

## Bootham School's Purpose:

The purpose of all facets of Bootham's Quaker education is to liberate and equip its young people to flourish as adults and live adventurous lives that will serve to create a better world.

## Overall purpose of this role:

The overarching purpose of the role of Head of MFL is to ensure that modern foreign languages, within both the academic and enrichment programmes, provide Bootham's young people with knowledge, skills and experiences in pursuit of excellence and contribute fully to the school's stated purpose.





# KEY RESPONSIBILITIES

## As a Head of Department:

- To lead your team, with responsibility for all aspects of the management, support and professional development of your team members
- To generate enthusiasm for your subject and promote the subject within school and beyond
- Contributing to whole school initiatives
- Contributing to Heads of Department meetings
- Demonstrating subject knowledge and academic rigour
- Preparing and updating, at least annually, a departmental development plan in line with school plans
- Enabling colleagues and students to reach their full potential
- Understanding and advocacy of supportive and adventurous pedagogy
- Conducting annual Performance & Development Reviews with team members
- Managing budgets within financial systems as required by the Bursar
- Assisting with the recruitment of departmental staff when required
- Promoting the subject as well as recognising the limitations of a subject-centric view of learning, and seeing opportunities for cross-departmental co-operation.

## As a Teacher:

- To take responsibility for promoting and safeguarding the welfare of all young people in the school
- To undertake all the standard duties of a teacher, including marking, the writing of termly reports, attending parents' evenings etc
- To be a Form Tutor
- To undertake school duties appropriate to a boarding school, including some late evenings and covering for absent colleagues
- To provide an hour's Activity session each week from 4.30pm to 5.30pm
- To attend school assemblies and functions as reasonably required
- To take part in the annual Performance & Development Reviews, undertaking an annual review of own practice and setting teaching and personal development objectives for the coming year





# KEY RESPONSIBILITIES CONTINUED...

## Learning and teaching:

- Devising and resourcing appropriate schemes of work
- Devising and maintaining a departmental area of the VLE and a departmental page on the school website
- Keeping up to date with the requirements of the subject and exam boards
- Setting, marking and reporting on internal exams
- Analysing and reporting on departmental results in external exams
- Suggesting new learning resources
- Reporting to the Head on the work of the department and on progress towards the departmental plan
- Being ever alert to opportunities for cross-departmental links and collaboration
- **Professional Development through:**
  - Inducting, supporting and developing new members of the department and NQTs
  - Observing the lessons of departmental members and offering constructive feedback

## Whole-school responsibilities:

- Helping draw up whole-school policies, communicating and operating them
- Assisting as appropriate with material, marking and interviews for candidates seeking entry to the school
- Liaising with staff at Bootham Junior School
- Communicating with Governors through staff liaison arrangements

## Premises and trips:

- Maintaining displays in departmental areas which enhance students' appreciation of the subject, and present a vibrant image of the department
- Organising external visits, speakers and other extra-curricular activities
- Undertaking risk assessments as required and maintaining, through regular audits, good health and safety practices in school and on trips





## KEY RESPONSIBILITIES CONTINUED...

- **As Head of MFL:**
- To ensure the provisions of study tours to France, Spain and Germany for students in all Key Stages years as appropriate
- To define and implement the MFL development plan
- With the Exams Officer, to oversee entries for all three languages
- To co-ordinate with the exams officer all MFL GCSE and A Level Speaking tests
- To oversee exam entries for other languages taken by individual students at the school, such as Mandarin and Russian
- To hold fortnightly MFL Departmental Meetings

*While every effort has been made to describe the main responsibilities of the post, each individual task may not have been identified. Employees will be expected to comply with any reasonable request to undertake work of a similar level.*

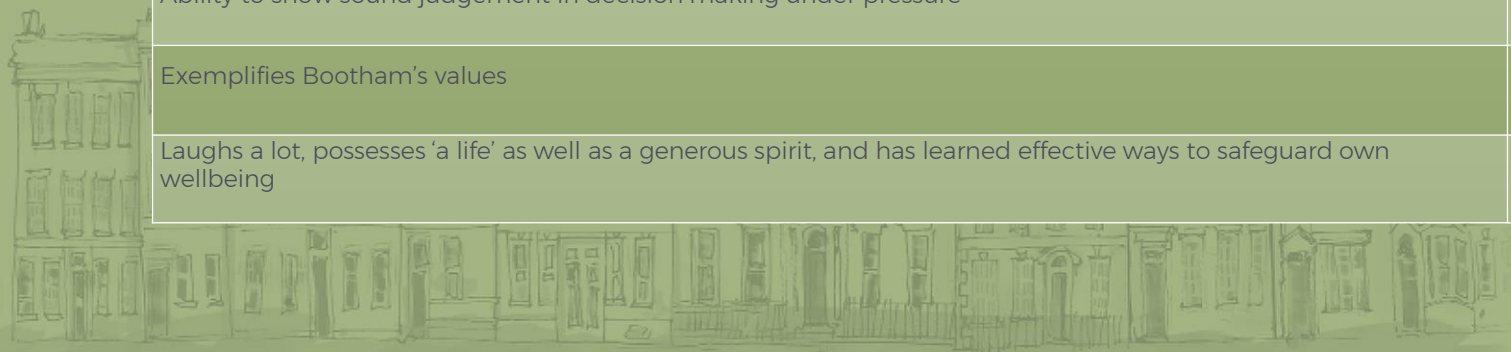




# THE PERSON SPECIFICATION

The person we are looking for to fulfil this position will be able to exhibit and/or provide evidence of the following experience, skills and characteristics:

	Essential	Desirable
Good honours degree in Spanish, French or German	✓	
Experienced in teaching Spanish, French or German to A Level, and proven success in doing so		✓
Ability to lead the department in the teaching of Spanish		✓
Emotional intelligence in building and maintaining quality relationships with colleagues and students	✓	
Demonstrates experience of setting and securing of high standards of performance from students and staff	✓	
Ability to demonstrate personal authority and integrity	✓	
Experience of successfully, creatively and supportively leading and developing teams	✓	
A determination to do the role well for its own sake, ahead of ambition whilst, nonetheless, being suitably ambitious!		✓
Ability to show sound judgement in decision making under pressure		✓
Exemplifies Bootham's values	✓	
Laughs a lot, possesses 'a life' as well as a generous spirit, and has learned effective ways to safeguard own wellbeing		✓





# BENEFITS AND SALARY

Bootham School has its own salary scale and pay policy. All posts in the school are appointed on the Bootham salary scale. The post carries a Head of Department allowance of £5,000 on top of the teaching scale, which is currently up to £39,804. The starting salary on the teaching scale will be dependent of experience and skills.

The benefits package includes:

- 50% school fee remission for the children of staff
- generous contributions to the Teachers' Pensions scheme
- complimentary high quality meals and refreshments during term time
- a friendly and supportive staff room
- generous training budget and a variety of professional and personal development opportunities
- small classes of well-motivated students
- optional contributory group health insurance scheme
- on-site parking (a rarity in central York!)
- covered, secure bicycle storage
- the offer of free annual flu jabs
- use of the fitness suite and swimming pool
- Generous holidays , usually: Christmas (3 weeks), Easter (3 weeks), Summer (8 weeks), 10 days for half-term in October and one week for half-term in February and May





# THE APPLICATION PROCESS AND TIMETABLE

Application forms can be downloaded from:  
<https://www.boothamschool.com/senior-school/contacts-jobs-and-hire/job-vacancies>

Please see the 'Guidance Notes for Completing the Application Form' and the 'Application & Recruitment Process: Information and Guidance' then download and complete the Application Form.

To find out more about Bootham School please visit our website at: [www.boothamschool.com](http://www.boothamschool.com)

## **Closing date for applications:**

10am Monday 13<sup>th</sup> January 2020

## **Interviews will be held:**

w/c 20<sup>th</sup> January 2020

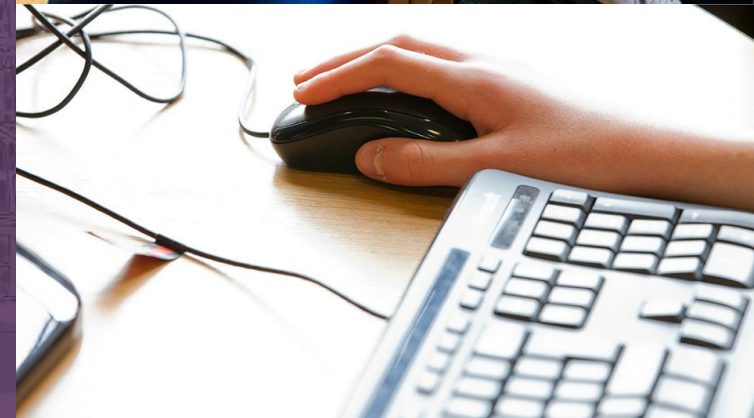
**This appointment will be made before the standard independent schools' notice deadline of 30th April.**

**For further information please contact Jenny Parkin, HR Manager:**

✉ [jenny.parkin@boothamschool.com](mailto:jenny.parkin@boothamschool.com)

☎ 01904 683745

**We don't offer visits to the school before the interview stage, but if you would like to arrange a telephone conversation with the Head, Chris Jeffery, please contact Chris's PA, at [christine.may@boothamschool.com](mailto:christine.may@boothamschool.com).**







BOOTHAM  
SCHOOL  
AGES 3-18

49-57 Bootham, York YO30 7BU  
Tel: 01904 623261  
Email: [office@boothamschool.com](mailto:office@boothamschool.com)  
**[www.boothamschool.com](http://www.boothamschool.com)**