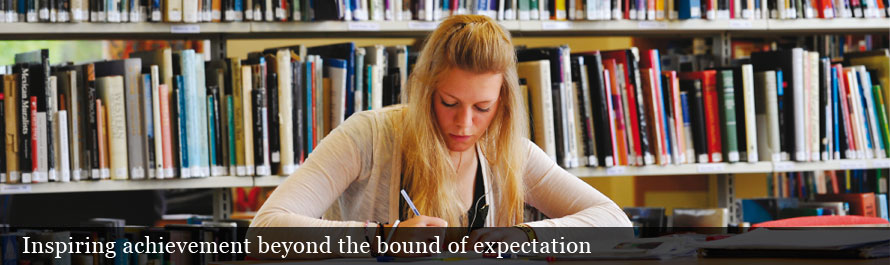
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The appointment of

Head of Modern Foreign Languages

*Required for January 2018*

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** Streatham & Clapham High School

Streatham & Clapham High School is an independent, academically selective school for girls aged 3–18. There are over 700 pupils on the roll. Girls aged 3-11 attend the Nursery and Prep School, located in spacious buildings with outstanding facilities in Streatham Hill. The Senior School inhabits a four-acre site focused on an imposing 1930s building in a delightfully tranquil and leafy oasis of south London, where the soundscape is dominated by birdsong.

The ability profile of the school is significantly above the national average, with a proportion of pupils being far above the national average. The school is in the top tier of independent schools in terms of its public examination results. Pupils do well: in 2017 at GCSE, 67% of all grades were A\*/A, with almost a third of the cohort achieving 9 or more grades at A\*/A. At A Level, the percentage of grades achieved at A\* was 20%, virtually double the national average. The pass rate at GCSE and A Level was 100%. A recent league table in *The Times* placed the SCHS comfortably in the top 50 independent schools in the country in terms of its A-Level results.

Many girls live locally, and an increasing number walk or cycle to school, encouraged by the school’s commitment to sustainable travel. The Senior School is ten minutes’ walk from Streatham Hill National Rail station and twenty minutes from Balham National Rail and Underground. Other pupils come from further afield, including Battersea, Clapham, Wandsworth, Dulwich, Tooting and Brixton. The school is also within easy reach of the theatres, museums and galleries of central London.

Streatham & Clapham High School is a distinguished historical foundation. It was founded, as Brixton High School, in 1887 by the Girls’ Public Day School Trust as one of its earliest member schools. Between 1895 and 1993 much of the school was located at Wavertree Road, SW2, the current site of the Prep School. In 1994 the Senior School moved to the Abbotswood Road site into the buildings of the former Battersea Grammar School, and since then there has been a major capital investment programme by the Girls’ Day School Trust to extend and improve the school’s facilities.

As such, the school has first-class facilities for learning, providing an environment that enables girls to develop their interests and strengths both inside and outside the classroom. The school keeps up-to-date with new teaching methods and innovative techniques, such as interactive on-line learning, and use them to engage and extend its pupils. The facilities include two ICT suites, a Music suite including a dedicated music technology suite, a Recital Hall, two Design & Technology workshops, a full-size indoor Sports Hall, Dance and Art studios, and Sports pitches and tennis courts. In 2017, the school occupied a stunning state-of-the art sixth-form centre on a new floor on the main building (which constituted phase 1 of the current £13 million building project), and the current phase 2 of the building work will provide for a new dining hall and a new reception at the front of the school, due to open in the Spring of 2018. Phase 3 will provide a creative arts faculty in the former sixth-form building.

The school offers a wide range of subjects. Pupils in the Upper Third, Lower Fourth and Upper Fourth (Years 7 to 9) study the core disciplines of English, Mathematics, and Science. Other subjects offered include Art, Computing, Design & Technology, Drama, French, Geography, History, Italian, Latin, Music, Physical Education, Religious Education, and Spanish. All of these subjects are available at GCSE or IGCSE in the Fifth Form (Years 10 and 11). Pupils in Upper Third and Lower Fourth also follow the ‘Learning 2 Learn’ programme that encourages pupils to explore and develop their own awareness of how they approach learning opportunities and how to become more effective and autonomous in their learning).

The school offers a range of subjects for study at A Level, including Art & Design, Biology, Chemistry, Classical Civilisation, Latin, Critical Thinking, Design & Technology, Drama & Theatre Studies, Economics, English Literature, Geography, Government & Politics, History, French, Italian, Spanish, Mathematics, Further Mathematics, Music, Physical Education, Physics, Psychology and Religious Studies. Sixth-form students also have the opportunity of pursuing the Extended Project Qualification to extend their interests and knowledge. Virtually all sixth-form students proceed to the most competitive Russell Group universities (including Oxbridge).

**The School’s Aims**

The school offers an inspiring, enlightened and intellectually challenging education for its pupils in a lively, vibrant and warmly supportive environment. The family ethos of Streatham & Clapham High School enables us to know, value and nurture each pupil as an individual. We celebrate diversity and draw strength from the school’s rich social and cultural mix.

This reflects the school’s belief that all members of the school community should be inspired to outperform expectations on a daily basis. The pursuit of excellence is thus the school’s defining feature. It nurtures pupils to attain success across the widest spectrum of activity, extending far beyond the conventional ‘academic’ horizon. In so doing, they learn the beauty of reason, the allure of the aesthetic, and the vitality of the physical. The school’s pupils, whether they are very able or late developers, learn to navigate the landscape of the human spirit and achieve beyond the realms of expectation.

Intrinsic to pupils’ success are the school’s expert and alert pastoral systems. The care extended to all pupils enables them to make outstanding progress, both academically and in their personal development. They mature into confident, accomplished and well-adjusted young women, prepared for the challenges of university education and their future careers. Equally, they are attached to ideals which will colour their actions and decisions throughout their adult lives.

Specifically, Streatham & Clapham High School has a vision of excellence which reflects its motto of *ad sapientiam sine metu* and which:

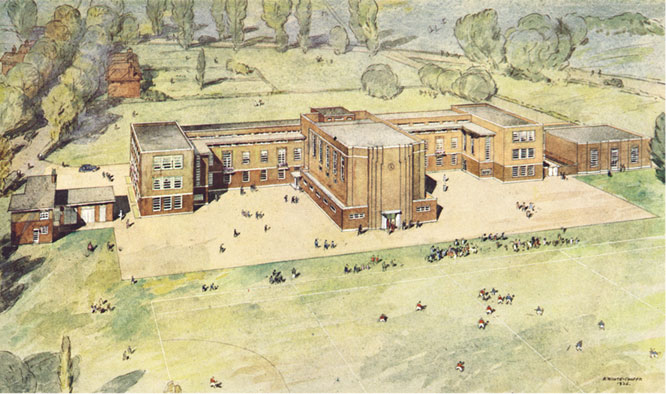
* Empowers pupils to pursue ideals and knowledge unafraid;
* Inspires achievement beyond the bound of expectation;
* Celebrates a caring culture of warm relationships and diversity.

In line with this vision, the school has four specific aims:

1. To provide a liberal and challenging academic education that stimulates pupils’ intellectual curiosity;
2. To promote high standards of achievement across a wide spectrum of activity, extending beyond the conventional ‘academic’ horizon, enabling each pupil to discover and develop individual talents and interests;
3. To nurture the personal development of the individual, within a caring, diverse and warmly supportive ‘family’ environment, developing pupils’ confidence, self-esteem and leadership skills;
4. To enable pupils to develop the civilised values, attitudes and standards — a philosophy of living — that will guide them in their present and future lives as global citizens in a rapidly changing world.

**The Girls’ Day School Trust**

The GDST, which has pioneered the education of girls and young women since its foundation in 1872, is the leading network of independent girls’ schools in the UK, with approximately 4,000 staff and nearly 17,000 pupils in its 24 schools and two academies throughout England and Wales. About 8% of all the girls in independent education in the UK are at GDST schools. GDST schools are non-denominational, and pupils have always been admitted irrespective of background or beliefs. All but two of the schools educate girls from the age of 3 or 4 to 18.



*An historic drawing of the school buildings in the 1930s (which then housed Battersea Boys’ Grammar School)*

Why work at Streatham & Clapham High School?

Streatham & Clapham High School is a vibrant, exciting and fulfilling place in which to work. The leadership team of the school promotes a vision of education that is liberal and humane in its approach, which aims to invigorate tradition with innovation, and which is receptive to new ideas and contributions. The teaching staff is highly professional and enthusiastic, and includes some world leaders in their academic disciplines. All members of staff value the breadth of education offered by the school and enrich their teaching and broader contributions to the school with their own personal interests and experiences.

The school is characterised by a warm, welcoming and supportive atmosphere. Members of the Common Room are supportive of each other, and this ethos of support is reflected by the ease of access that all members of staff have to the leadership team. Relationships with pupils are respectful, purposeful and warm. New colleagues are supported through a personalised induction programme.

All members of staff benefit from a highly regarded central training and personal development programme and access to a GDST-wide virtual learning environment that gives opportunity for discussion and exchange of information with colleagues in other Trust schools. Staff are also entitled to an interest-free season ticket loan, reduced BUPA subscription, and free lunches during term time.

The position of Teacher of Modern Foreign Languages

**The Department**

An exciting leadership opportunity from January 2018 has arisen in the school’s thriving and highly successful Modern Foreign Languages Department The new Head of Modern Languages will be expected to build on the excellent results achieved to date (2017: 84% A\*-B at Edexcel IGCSE) and further consolidate its established reputation for A Level success, where A\*s are regularly achieved and where the oral component performance has attained the rare achievement of almost full marks for a number of years.

The current Head of Modern Foreign Languages, a French specialist and examination board examiner, manages a team of four staff delivering French, Spanish and Italian, as well as three Language Assistants. Co-curricular activities and competitions play an integral part in the MFL programme to develop a rounded and culturally rich approach to the fulfilments of pupils’ potential. The department is justly proud to have won the international VocabExpress competition several times since 2012. A programme of visits and trips, including sixth-form work-experience placements in Belgium and Spain, and a Key Stage 3 residential trip to St Malo, and Key Stage 3/4 study trips to France, Spain and Italy, are organised annually, as is regular attendance at conferences, lectures, theatre, and cinema trips. Sixth formers have taken part in the Foreign & Commonwealth Office/British Council EU Mock Council where they employ their debating skills through French. Provision is made for the growing number of bilingual pupils, who actively choose our school, and preparation is also undertaken for Oxbridge and Russell Group candidates for Modern Languages.

All pupils study French in Year 7, and in Year 8 they choose a second modern foreign language from Italian or Spanish. At IGCSE all pupils continue with at least one modern foreign language.  All languages offered at the school are available at A Level in in the new state-of-the-art Sixth Form Centre.   The Head of Modern Foreign Languages also provides advice and support to the Preparatory School in terms of its own language provision.

**The post**

The post is Head of Modern Foreign Languages (full time), responsible for the delivery of modern foreign languages (currently French, Italian and Spanish) from the Year 7 to the Upper Sixth Form. The successful candidate will be able to teach French up to A Level. The post commences on 1 January 2018. The post-holder is responsible to the Director of Studies.

**Responsibilities**

The post-holder has overall responsibility for the professional leadership and management of the Modern Foreign Languages Department, ensuring the delivery of high standards of teaching and learning, that resources are used efficiently and effectively, and that the curriculum is managed and developed in accordance with school policy.

1. **Policy/Strategic direction and development**
   1. Contribute to whole school policy-making and strategic planning as required by the Head Master.
   2. Prepare, monitor and update annual departmental plans in consultation with colleagues.
   3. Take the lead in ensuring that school policies and strategies are embedded in schemes of work and departmental plans.
2. **Leadership & management of others**
   1. Lead and manage the department, recruiting, inducting, developing, deploying, motivating and appraising members of the department to ensure that they have clear expectations of their roles, and that high performance standards are achieved and maintained.
   2. Empower members of the department to develop their leadership potential to ensure continuous improvement within the department.
   3. Manage day-to-day requirements such as examination entry and departmental timetables, delegating as appropriate, to ensure the efficiency of the department.
   4. Chair departmental meetings to ensure that they are used effectively to review performance and that actions are recorded and implemented.
3. **Teaching and learning**
   1. Promote excellence in teaching and learning to ensure all pupils develop their potential and are equipped for life beyond school.
   2. Exemplify in own practice the skills of teaching and learning typified by lead professionals, and ensure that good practice is shared throughout the department.
   3. Ensure that schemes of work are used, reviewed and modified to enable the maintenance and development of high standards of teaching and learning.
   4. Monitor pupils’ work and the classroom practice of those in the department to ensure high standards are maintained.
   5. Keep up to date with developments in subject area and education in general to ensure that best practice is adopted within the department.
   6. Ensure the department’s delivery and development of the curriculum is effective in meeting the needs of all pupils.
   7. Contribute to the broader life of the school by supporting and leading curricular and co-curricular events such as school productions and activity days.
4. **Co-curricular activities**
   1. Actively promote interest in the subject outside the immediate physical and timetabled confines of the department.
5. **Marketing and external links, including public occasions**
   1. Actively promote the department within the school community to encourage pupils’ interest in the subject area.
   2. Contribute to the positive promotion and marketing of the school and the GDST in the local and wider community.
   3. Lead the department’s contribution to marketing events and external links.
6. **Management of resources**
   1. Monitor and control the department’s allocated budget and purchasing arrangements, to ensure the efficient and effective use of all resources.
   2. Identify future resourcing needs and aspirations for the department for consideration in the school budget planning process.
   3. Ensure that all resources are fit for purpose and used in accordance with health and safety guidelines in ORACLE.
7. **Monitoring, evaluation & assessment**
   1. Ensure that within the department individual pupil progress is regularly assessed, recorded and reported and used to inform future teaching.
   2. Monitor pupil progress through the use of performance and benchmarked data to ensure that high standards of learning are achieved and maintained.
8. **Training & development of self and others**
   1. As a lead professional set personal targets and take responsibility for own continuous professional development.
   2. Be proactive in identifying training needs within the department, ensuring that they are appropriately met, and that all members of the department are active in their own personal and continuous professional development.

**General requirements**

All school staff are expected to:

1. Work towards and support the school vision and the current school objectives outlined in the School Strategic Ambitions.
2. Contribute to the school’s programme of co-curricular activities.
3. Support and contribute to the school’s responsibility for safeguarding students.
4. Work within the school’s health and safety policy to ensure a safe working environment for staff, students and visitors
5. Work within the GDST’s Diversity Policy to promote equality of opportunity for all students and staff, both current and prospective.
6. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.
7. Engage actively in the performance review process.
8. Adhere to policies as set out in the GDST Council Regulations, ORACLE and GDST circulars.
9. Undertake other reasonable duties related to the job purpose required from time to time.

**Person Specification**

* A well-qualified graduate with qualified teacher status or the equivalent gained through experience
* Excellent subject knowledge, able to prepare pupils for Oxbridge
* Enthusiasm; the ability to inspire, excite and motivate pupils in this subject
* Strong classroom teaching skills and a strong commitment to sustained improvement in this area
* Experience of teaching Key Stage 3, GCSE or IGCSE syllabuses, and A Level
* Track record of commitment to fostering co-curricular departmental activities
* The highest expectations of students
* Excellent communication skills with colleagues, teachers and parents
* Leadership skills: the ability to lead and manage people to work towards a common goal
* Decision-making skills: the ability to solve problems and make decisions
* The ability to work collaboratively with others
* A nurturing approach to teaching and learning
* Powers of self-evaluation and a critical approach to own practice
* Self-management skills: the ability to plan time effectively and organise oneself well.
* A clear understanding of recent developments in teaching and learning
* Personal integrity, honesty, energy, and stamina
* A willingness to give generously of time to support school events and activities
* Dedication and loyalty to the School
* Sense of humour

**Salary and Benefits**

The salary will reflect the experience and qualifications of the successful candidate, who will also be entitled to an interest-free season ticket loan, reduced BUPA subscription, and free lunches during term time.

How to apply

Candidates should submit the following documents

* Completed application form (CVs will not be accepted)
* A letter of application (you may refer to this in Section 5 of the application form if you wish)

to the Head Master to arrive no later than **noon** on **Wednesday 27th September**

Address: Streatham & Clapham High School, 42 Abbotswood Road, London, SW16 1AW

Email: The HR & Recruitment Manager: [hr@schs.gdst.net](mailto:hr@schs.gdst.net)

Any candidate wishing to seek additional information about the post or to discuss any related matter should contact the HR & Recruitment Manager, Mrs Kayleigh Sullivan (020-8677 8400).

**Interviews**

Interviews will take place week commencing Monday 2nd October, though the school reserves the right to appoint an exceptional candidate at any stage of the application process. All candidates invited to interview must bring original documents confirming any educational and professional qualifications that are necessary or relevant for the post (e.g. the original certificates, diplomas, etc.). Photocopies or certified copies are not sufficient. If original certificates are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained from the awarding body. All candidates invited to interview must also bring with them:

* An original passport and/or other appropriate document proving your eligibility to work in the UK;
* One other form of identification, such as a driving licence or birth certificate;
* **Two** other documents, such as utilities bills, TV licence, bank, building society or credit-card statements confirming your current address;
* Documents confirming your educational and professional qualifications.

Please note that candidates must bring **originals** of the above documents. Photocopies or certified copies are not acceptable.

**Appointment**

Any offer to a successful candidate will be conditional upon:

* Receipt of at least two references, satisfactory to the school (if not already received), prior to appointment;
* Verification of identity and qualifications;
* A satisfactory DBS Disclosure at the Enhanced level;
* Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as the school may require in accordance with statutory guidance;
* (For teaching posts) verification of medical fitness in accordance with DfES Circular 4/99 - Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training;
* Satisfactory completion of the probationary period.