



Hardenhuish School
A High Performing Academy

Candidate Information



Curriculum Leader of MFL

Closing Date: 8.30am on Tuesday 23 April 2019

Interviews will take place the week commencing 29 April 2019



Hardenhuish School

A High Performing Academy

March 2019

Dear Applicant

Thank you for your interest in Hardenhuish School and our vacancy for a full-time **Curriculum Leader of MFL**, starting September 2019 on a permanent contract basis.

We are looking to appoint a highly motivated, inspirational leader and outstanding classroom practitioner with the vision and drive to further develop MFL here at Hardenhuish School. The successful candidate will teach across the full range of key stages and oversee curriculum development and our extra-curricular programme.

After reading the supporting job description, I hope you pursue an application for this exciting and rewarding role. Please send your completed application and equal opportunities forms to Human Resources at hr@hardenhuish.wilts.sch.uk.

Hardenhuish School is committed to safeguarding and protecting the welfare of children and young people and, as such, has robust safeguarding policies and procedures. We expect all staff and volunteers to share this commitment and our application pack includes the School's Safeguarding Child Protection Policy with Handbook and a self-disclosure form. Each applicant is required to complete the self-disclosure form and send it **separately** to self-disclosure@hardenhuish.wilts.sch.uk.

Please note, shortlisted applicants will be expected to respond appropriately to safeguarding questions at interview and the successful candidate will be required to complete an enhanced DBS disclosure.

The closing date for this post is **8.30am on Tuesday 23 April 2019** with interviews taking place during the week commencing Monday 29 April 2019. If you have not heard from us by this date, I am afraid that on this occasion your application has been unsuccessful. Unfortunately, due to the high response rate that we receive for posts such as these, we are unable to offer feedback on individual applications which are not shortlisted for interview.

Thank you again for your interest in Hardenhuish School and I hope you will pursue your application.

Yours sincerely

Lisa Percy

Lisa Percy
Headteacher



Hardenhuish School is an 11-18 co-educational comprehensive school set in the magnificent parkland of the former Hardenhuish Manor and Chippenham Grammar School. We enjoy an outstanding reputation locally and nationally. At Hardenhuish we put children at the centre of all we do: we believe in a three-way partnership with the school, home and the individual, ensuring that each and every young person is 'inspired to learn and supported to succeed'.



Modern Foreign Languages Departmental Profile

The Modern Foreign Languages Team

The MFL team comprises of 3 full-time and 6 part-time teachers, who actively work and support each other well and share resources and teaching techniques. The department benefits from a small hub of administrative support.

The MFL team is a cohesive group of experienced, vibrant subject specialists, who are progressive in their pedagogy and aim to create independent, inquisitive and creative linguists through high quality teaching and learning. The dynamic team is forward looking and has embraced recent developments in the teaching of Modern Languages, adapting teaching and learning styles to suit the new KS3 Framework and principles of assessment for learning.

The team is very proud of the fact that they teach Spanish and French to A Level.

The Facilities

The Modern Foreign Languages Faculty is based in four classrooms in close proximity to each other, which enables the team to work together and supports a friendly, co-operative working atmosphere. The Faculty has a Departmental workspace in addition to several storage areas. Each teacher is provided with a tablet and all classrooms are equipped with interactive whiteboards, a computer and a digital projector. Our sixth form lessons are taught in classrooms in the purpose built Sixth Form Centre, each classroom has an interactive whiteboard, computer & digital projector.



Modern Foreign Languages at Hardenhuish

The Faculty uses the AQA Kerboodle textbooks and Kerboodle online resources at GCSE level in Spanish and French, and the AQA kerboodle digital textbooks and grammar practice workbooks at AS and A2 levels in French. Edexcel Dynamic learning textbooks are used for AS and A Level Spanish. We have differentiated resources for use at KS4 across the ability range. At KS3 level, we have created our own resources and review them every year so that we are not reliant on textbooks. However, textbooks are available for occasional use such as Allez, Equipe, Espanol de Primero and Arriba. Schemes of Learning are reviewed and updated on a rolling programme. We have a subscription to Linguascope for KS3 and 4 across both languages.

Each classroom is equipped with a teacher's PC with speakers for listening materials, a DVD player, a digital projector, interactive whiteboard, screen and keyboards. We also use digital recorders which pupils enjoy using in lessons.

The Faculty has excellent ICT facilities with ipads available for booking in MFL lessons. Whenever possible, pupils make use of the internet and the range of interactive programmes available, and we are constantly developing our use of ICT with pupils.

Teaching, Learning and the Curriculum

Key Stage 3

French is taught as the first language from Year 7.

All pupils are taught Spanish as a second foreign language from Year 8, continuing into Year 9. Year 7 and 8 are taught in levelled groups set according to prior attainment. Years 9, 10 and 11 are taught in option groups some of which are levelled according to prior attainment. Both languages are offered at GCSE.

Key Stage 4

In Summer 2018 85% of French GCSE students attained a grade 9-4. In Spanish 70% of pupils attained a grade 9-4.

Key Stage 5

In Summer 2018 the average French A-level grade was an "A" with a DofE value added score of +0.33. In Spanish the average grade was D-.

The MFL department have embedded techniques to increase use of Target Language in and out of lessons and this has become one of our main priorities. They are also proud that to have developed new ways of giving feedback to pupils which is popular amongst pupils and parents and means that we are able to inform pupils of their progress every term more effectively. We assess pupils on a termly basis.

As GCSE is optional in MFL at Hardenhuish we constantly look at strategies for encouraging more pupils to take a language at GCSE, although the take up is consistently good.

Currently courses lead to the following qualifications:

- GCSE AQA
- A Level Spanish
- Edexcel/A Level French AQA



Modern Foreign Languages at Hardenhuish

Extra-curricular

The MFL department has a history of successful educational visits with an established trip to Malaga and a new KS3 French trip to the Opal Coast. Both trips are well-attended.



The Vacancy

We are seeking to appoint, from 1 September 2019 a full-time head of MFL. The ideal candidate would have clear evidence of success in raising attainment in Modern Foreign Languages. Newly Qualified teachers unfortunately cannot be considered due to the nature of the role.

Applications Procedure

If you feel that you would like to lead this experienced Department, and that you can offer what we seek, please complete the application form and write a letter in support of your application.

As part of this, please include the following:

1. Your relevant experience and achievements.
2. How you would increase the progress and engagement of pupils in MFL.

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Job Description

Introduction	
Name of post holder	
Post title	Curriculum Leader for MFL
Start date	1 September 2019
Working time	195 days per year, full-time
DBS disclosure	Enhanced level
Post Purpose	<p>To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils/students and to lead a designated curriculum area.</p> <p>To monitor and support the overall progress and development of pupils/students as a teacher.</p> <p>To facilitate and encourage the learning experience which provides pupils/students with the opportunity to achieve their individual potential.</p> <p>To contribute to raising standards of pupil/student achievement and attainment, including closing the gap for Special Interest Groups (SPIGs).</p> <p>To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.</p>
Why this post is important	<p>You have a key role in the development of the young people in this school. By implementing, delivering and monitoring a broad and balanced curriculum which meets the needs of individual pupils/students, you help those pupils/students to reach their full potential as learners. By providing those young people with opportunities for personal, spiritual and academic growth you contribute to the development of pupils/students who can make a valuable contribution to the wider community.</p>
Line Manager	Leadership Team (LT) Line Manager
Liaising with	Deputy Head, Curriculum Leaders, teaching/support staff, external agencies, parents.
Responsible for	The provision of the full learning experience and support for pupils/students within their team. The leadership, development and pastoral welfare of their team members.

Main Duties in addition to those of a teacher

Leadership	
Your responsibilities include...	Where practice is excellent you might...
Implementing the school vision in the curriculum area.	Ensure 'inspired to learn, supported to succeed' is the cornerstone of the curriculum area.
Leading the development of appropriate syllabuses/specifications, resources, schemes of work, assessment, and teaching and learning strategies in the subject area.	Have a role in offering Continuing Professional Development (CPD) to colleagues or being an examiner.
Actively monitoring and following up pupil/student progress. Maximising use of analysis and evaluating performance data to identify and take action on issues arising from data within the curriculum area.	Examine all data critically to challenge the curriculum area and to follow up on issues with pupils/students and their parents on behalf of the team.
Implementing school policies and procedures e.g. equalities, health and safety, COSHH etc.	Take an active role in the Health & Safety (H&S) group at school where appropriate. Contribute to the induction of new staff in relation to the implementation of school policies.
Working with colleagues to formulate aims, objectives and strategic plans for the curriculum area which have coherence and relevance to the needs of pupils/students and to the aims, objectives and strategic plans of the school in their Learning Team Self Evaluation Form (LTSEF).	Use team analysis to enable all colleagues to develop a critical voice which views the curriculum experience from the pupils'/students' and parents' viewpoint as well as from teachers and the school.
Using observation and other data to establish annual priorities within the curriculum area, with regard to the school priorities, to include in the LTSEF.	Examine all data critically to look for areas to further develop alongside school priorities.
Leading appraisal within the team.	Train colleagues to become better appraisers and appraisees.
Liaising with the LT to ensure the delivery of an appropriate, high quality and cost effective curriculum which complements the School Development Plan (SDP).	Be a role model of excellent practice and act as a coach to develop others.
Being accountable for the development and delivery of the subject.	
Leading curriculum development for the whole subject.	Plan effective CPD which targets the needs of colleagues within and at times beyond your team.
Leadership	
Keeping up to date with national developments in the subject area, teaching practice and methodology.	Be an examiner or member of a subject panel or association.
Monitoring actively and responding to curriculum developments and initiatives at both local and national level.	Have your eye on the horizon to understand the wider context of education to ensure that provision is at the forefront of practice.
Ensuring that the development of the subject is in line with national developments.	Have a future proof grasp of the national curriculum requirements.
Working with the LT to ensure that staff development needs are identified and met.	Develop a culture of openness and support for colleagues so that they identify their own needs

	and are able to offer support in the development of others.
Participating in the interview process for new posts within the subject area and ensuring effective induction with the LT.	Draw up a person specification based on the team's needs through use of psychological analysis tools such as Belbin or Myers-Briggs.
Promoting team work and ensuring effective working relations, including monitoring staff absence and well-being.	Use psychological analysis tools such as Belbin or Myers-Briggs and foster a collaborative team.
Establishing common standards of practice within the curriculum area and developing the effectiveness of teaching and learning styles in the subject area.	Develop team 'non-negotiables' with the team which are reviewed regularly.
Establishing a peer observation programme to maximise benefits to teaching and learning in the curriculum area.	Develop peer observation to target CPD needs within the team.
Ensuring that all members of the subject area are familiar with the SDP and the curriculum area's LTSEF.	Use meeting time to ensure team members have ownership of the LTSEF and take responsibility for achieving team goals.
Representing the subject area's views and interests.	Contribute positively to the School Forum and other wider school groups, including taking the lead where appropriate.
Ensuring that the Positive Behaviour Policy is implemented within the subject area.	Foster the team's understanding and ownership of the school ethos. Implement intervention where appropriate in the curriculum area.
Management	
Your responsibilities include...	Where practice is excellent you might...
Managing day to day course provision and effective deployment of staff and physical resources.	Take a lead in timetabling your curriculum area. Ensure planning enables all of the team are able to benefit from resources.
Being responsible for the efficient and effective deployment of support staff within the curriculum area.	Make the support staff feel part of the team and genuine contributors to the success of the team, including liaising with the SENCO regarding Teaching Assistant (TA) deployment.
Ensuring that appropriate resources are available for subject cover lessons and liaising with the cover teacher/supervisor.	Work with the team to ensure there is a bank of appropriate but easy to use cover lessons.
Holding regular meetings within directed time.	Design agendas to cover the whole annual cycle but with flexibility to respond to urgent issues.
Being responsible for the day to day management of staff within the designated area and acting as a positive role model.	Uphold professional standards in all that you do and say.
Ensuring that subject area targets are met.	By monitoring targets, enable intervention with colleagues before any targets are missed.
Contributing to lesson observations.	Lead CPD on how and what can be learnt from observations.
Ensuring that all educational visits are well managed and organised with due regard to H&S and follow school procedures.	Plan a coherent programme of extracurricular opportunities in the curriculum area.
Ensuring the maintenance of accurate and up to date information about the curriculum area.	Develop a web presence which is kept up to date.
Ensuring effective communication/consultation with parents/pupils and students.	Respond, even if only as a holding exercise, within one day, and complete within a week.

Ensuring consistent marking and assessment within the team and within exam board tolerances where appropriate.	Target CPD to improve team understanding of and through moderation. Have a coherent system for assessment and marking, and its monitoring.
Liaising with other schools, exam boards, and relevant external agencies/bodies.	Be an active presence in local CPD groups, including contributing to local subject based days.
Managing the available resources of space, staff, capitation and equipment, efficiently and maintaining records.	Plan capitation spending with team to address priorities over time.

Teacher Job Description

Operational/Strategic Planning	
Your responsibilities include...	Where practice is excellent you might...
Planning and preparing courses and lessons.	Share generic lesson planning strategies with colleagues in your area and other curriculum areas.
Assisting in the development of appropriate syllabuses/specifications, resources, schemes of work, and teaching strategies within the curriculum area.	Take responsibility for developing a fully resourced, differentiated scheme of work which can be used by the other members of your team. Plan for the effective use of support staff including Teaching Assistants (TAs).
Contributing to the curriculum area's development plan and its implementation.	Attend exam board INSET and develop curriculum provision for your subject based on the training received. Take responsibility for the planning, implementation, review and refinement of one aspect of your Curriculum LTSEF. Participate in cross curricular area working party to develop practice. Develop a process to elicit feedback from pupils/students and implement changes to the curriculum based on the results.
Contributing to the whole school's planning activities.	Lead training in meetings or with colleagues in other curriculum areas, explaining how you make use of data to inform your planning.
Taking responsibility for the identification of Special Interest Group (SPIG) pupils/students and monitor their progress.	Support learners identified as being in SPIGs, e.g. share materials which focus on challenging Able, Gifted and Talented pupils/students by developing higher order thinking skills and which support pupils/students with Special Educational Needs by 'scaffolding' their learning in order to raise achievement. Create and share specific opportunities for pupils/students to understand and develop multiple intelligences. Create and resource a strategy for a Key Stage which develops the pupils'/students' 'learning to learn' skills in your curriculum area.

Assessment	
Your responsibilities include...	Where practice is excellent you might...
Assessing pupils'/students' work as required by internal procedures and external bodies. Providing written and verbal feedback to pupils/students which offers clear paths for improvement and provides high expectations and a sense of self-worth for those you teach.	Develop a system of Assessment For Learning for your subject and share it with your colleagues. Contribute to the development of assessment across the school by presenting your ideas to colleagues via TeachMeets.
Assessment	
Developing pupils'/students' ability to self and peer assess.	Develop systems which empower pupils/students to assess their own work and set themselves meaningful learning targets.
Recording and reporting on the attendance, progress, development and attainment of pupils/students and keeping clear accessible records in line with school practice.	Create a resource which can be used by colleagues in your curriculum area to improve the quality of their record keeping.
Providing high quality written and verbal assessments, references and reports relating to individuals and groups of pupils/students.	Lead training at curriculum area and school level to improve the quality of reporting. Create a comment bank of key phrases and terminology for your curriculum area for use by new and non-specialist teaching staff.
Teaching	
Your responsibilities include...	Where practice is excellent you might...
Teaching pupils/students according to their educational needs, including the marking and setting of pupil/student work.	Support colleagues in differentiating materials.
Assessing the progress, development and attainment of pupils/students and keeping records.	Lead colleagues in the development of tracking learner progress.
Providing, or contributing to, oral and written assessments, progress checks, reports and references relating to individual and groups of pupils/students.	Support new colleagues at parents' evenings and/or lead training on writing and completing reports.
Undertaking a designated programme of teaching.	Observe others and contribute to the coaching of colleagues in improving their teaching.
Ensuring high quality learning experience for pupils/students, which meet internal and external quality standards.	Take responsibility for one of these strands within your subject area and develop a range of resources and model lesson plans which embed these initiatives and the school's ethos.
Preparing and up-dating subject materials.	Update and revise materials to ensure relevance to young people.
Using a variety of delivery methods, which will stimulate learning.	Develop a bank of model lesson plans which demonstrate how the school's values can be integrated into your subject area.
Maintaining discipline in accordance with the school policy and encouraging punctuality, behaviour, standards of work and homework.	Offer to support new or inexperienced staff with classroom management either by acting as receiving teacher or peer observing them with a focus on discipline. Review the quality of homework within your curriculum area and work with your team to improve it.
Undertaking assessment of pupils/students as requested by external examination bodies and school procedures.	Lead colleagues in their understanding of external examinations and ensure that experience and good practice are shared.

Marking, grading and giving written/verbal and diagnostic feedback as required in accordance with school practice.	Collate and manage the collection of data within the curriculum area to monitor progress.
Tutor	
Your responsibilities include...	Where practice is excellent you might...
Tutoring, getting to know your tutees with a holistic overview.	Know your tutees really well, by being friendly and professional. Support new colleagues in developing their style of tutoring.
Promoting the progress and well-being of individual pupils/students and the tutor group.	Lead assembly and contribute to the writing of tutor period activities.
Liaising with the Learning Manager, Pastoral Team and other colleagues over issues with individuals and within the wider tutor group.	Contribute to Team Around the Child/Common Assessment Framework/Personal Education Plan meetings of pupils/students in tutor group.
Registering pupils/students and encouraging their attendance and participation in school life.	Support Attendance Officer in monitoring attendance of tutor group.
Communicating with parents after liaising with the appropriate staff.	Support new colleagues by encouraging contact with parents. Contribute to Parent Forums.
Preparing for and meeting with parents and tutees on Personalising Learning Day (PLD).	Act as the lynch pin in three way communication between parents, pupils and the school.
Writing the annual report for tutees.	Collect relevant personal information about tutees in a systematic way to write individual, informed reports of high quality to facilitate pupils'/students' improvement.
Development	
Your responsibilities include...	Where practice is excellent you might...
Taking responsibility for your professional development by engaging actively in the appraisal process. Reviewing your progress from the previous year and setting meaningful targets with clear outcomes which benefit pupils/students and meet your own professional development needs.	Set yourself challenging targets with ambitious outcomes which impact on the pupils/students you teach and on the pupils/students taught by other members of your curriculum team. Develop your skills by volunteering to take responsibility for an aspect of school life which falls outside your current remit.
Assisting in the process of curriculum development to ensure continued relevance of provision to meet pupils'/students' needs and syllabus requirements. Taking an active role in the shaping, implementation and review of the curriculum area LTSEF.	Assist your Curriculum Leader or Second in the process of curriculum area monitoring to gauge pupil/student views on your subject. Offer to take responsibility for the implementation, review and refining of one aspect of the Curriculum LTSEF.
Making a contribution to whole school INSET and planning activities. Contributing to cross-curricular and school wide developments and initiatives.	Lead a whole school INSET on an area of particular strength. Work with teachers from other schools to share good practice and implement what you have learnt. Lead on a Cross-Curricular Day activity. Lead an Activities Day experience. Identify a gap in the provision of extra-curricular activities and organise an activity to fill the opening.
Communication	
Your responsibilities include...	Where practice is excellent you might...
Communicating effectively with parents.	Compile individual pupil/student action plans for parents/carers at PPCEs/PSCEs.
Following agreed policies for communications in the school.	Contribute to the evaluation and development of communication systems within the school.

Playing a full part in Open Evenings, Parents' Evenings and PLDs.	Model expectations to newer members of staff.
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Other Specific Duties	
Your responsibilities include...	Where practice is excellent you might...
Promoting school policies.	Support new colleagues in developing their understanding of school policies.
Complying with the school's Health and Safety policy.	Take responsibility for one aspect of Health and Safety: for example the risk assessment and attendant paperwork for a field trip in your subject area.
Undertaking any other duty as specified by School Teachers' Pay and Conditions Document not mentioned in the above.	
Complying with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.	

Improving Standards	
Your responsibilities include...	Where practice is excellent you might...
Evaluating your teaching to ensure that you meet the agreed Teachers' Standards in respect of preparation, delivery and assessment. Modifying and improving your practice where appropriate.	Peer coach a colleague in your department, focussing on developing standards. Work with your Curriculum Leader or Second develop clear curriculum area criteria for preparation, delivery and assessment.
Contributing to the process of monitoring and evaluating your curriculum area in line with agreed standards and performance criteria, including methods of teaching and schemes of work.	Develop model lesson plans, resources and schemes of work to exemplify the agreed standards within your curriculum area and share them with colleagues.
Participating in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.	Take an active role in establishing clusters of colleagues in curriculum and pastoral roles to review the functions and organisation of these parts of the school.
What sort of support can you expect? The LT Line Manager will give you clear guidance through an initial weekly cycle of meetings. They should also be able to suggest colleagues to peer coach from amongst the current CL team.	

Safeguarding children, young people and vulnerable adults
Hardenhuish School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and you may be asked to carry out additional responsibilities by your LT line manager.

Signatures

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed.....
(Teacher)

Dated

Signed.....
(Headteacher)

Dated



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Headteacher: Mrs L Percy

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