

JOB DESCRIPTION

Post Title: **Teacher of MFL (Spanish)**

Responsible to: **Subject Leader for MFL**

Grade/Scale: **Outer London Pay Scales**

Key Responsibilities

All teachers are accountable to the Headteacher through their Line Manager. The postholder will be expected to perform the following duties and meet the teaching responsibilities and standards as set out in the School Teachers' Pay & Conditions Document. The postholder is responsible for promoting his/her own CPD to ensure that his/her skills, knowledge and understanding remain up-to-date.

Pupils

- To be accountable for standards of pupil achievement, attainment and behaviour in the postholder's classes, ensuring that prior attainment data is used effectively for pupils to make good progress.
- To monitor pupils' achievement and attainment through their progress grades to identify underachieving groups or individuals and put in intervention strategies to identify and combat underachievement.
- To set and communicate challenging targets for all pupils in the postholder's classes.
- To set homework according to the school homework timetable ensuring that it is set for the correct amount of time, on the right evenings and is sufficiently challenging for pupils of all abilities.

Planning, Teaching & Assessment

- To plan and prepare lessons in accordance with the general goals and philosophies of the Subject Area and to keep records of lesson plans.
- To teach pupils according to their educational needs, in line with the Subject Area schemes of work, ensuring that classwork and homework is differentiated according to the ability of pupils.
- To mark pupils' work in accordance with the school's two weekly cycle and in line with the Marking Policy. To work as part of a team and to actively contribute to the further development of schemes of work within the Subject Area.
- To assess pupils' progress regularly and effectively and provide formative feedback to pupils.
- To contribute to the further development of appropriate assessment strategies and procedures for evaluation.
- To contribute to the development of policies and resources.
- To keep accurate records of pupil progress and complete annual reports and data sheets to reflect this progress.
- To provide information to parents and colleagues as requested.

Resources

- To be responsible for the care and safe use of resources when they are being used by pupils.
- To be directly responsible for setting useful work when absent from lessons.
- To be responsible for maintaining the fabric of the classroom environment according to school policy.
- To enable pupils to produce display work and ensure that such displays are regularly changed and support teaching and learning.
- To be accountable for the Health and Safety of pupils at all times when the postholder is responsible for the supervision of pupils.

Communication

- To maintain close contact with Line Manager.
- To attend relevant school meetings as calendarised.
- To be responsible for communicating to parents, according to school policy, the progress made by the pupils in their care.
- To encourage a positive attitude towards the subject within and outside the school.
- To direct the classroom activities of Teaching Assistants deployed to support the postholder's lessons.

Pastoral/Whole School

- To be a form tutor to a class and be responsible for the personal, social and academic development of all pupils in your tutor group.
- To monitor the progress, attendance and punctuality of pupils and keep up to date records of these.
- To lead tutor time activities and ensure active engagement of all pupils in the tutor group as directed by the Head of Year.
- To maintain close contact with staff and parents and work within a year team.
- To ensure all pupils adhere to the rules and support the ethos of Glenthorne High School.

Extra-Curricular

- To work with the Subject Leader to plan and run a range of extra-curricular activities where appropriate.

PERSON SPECIFICATION TEACHER OF MFL

ESSENTIAL CRITERIA

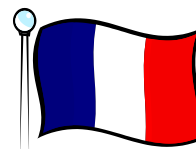
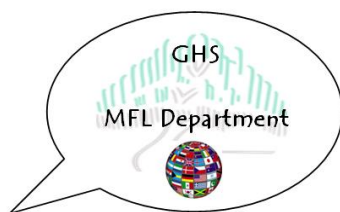
1.	UK Qualified Teacher status for teaching secondary education as recognised by the DfE
2.	Graduate in Spanish or related language subject, with a good degree.
3.	Proven classroom management skills.
4.	Ability to teach at least good lessons and to engage pupils across the age and ability range, including GCSE, and to ensure they are suitably challenged.
5.	High expectations of pupils' work, attitude and behaviour.
6.	Understanding of cross-curricular links with other areas of the curriculum.
7.	A good working knowledge of ICT systems and the application of ICT in the classroom.
8.	Ability to prioritise and set personal targets.
9.	Willingness and ability to contribute to extra-curricular activities and clubs.
10.	Ability to assume a form tutor role.
11.	Evidence of commitment to own professional development.
12.	Understanding of safeguarding responsibilities and the need to work within the school's Child Protection Policy.
13.	Commitment to equal opportunities.

DESIRABLE CRITERIA

14.	Ability to teach Spanish at A level.
15.	Ability to teach French at KS3

Candidates will be shortlisted against the above essential criteria assessable from application forms. Issues relating to safeguarding and promoting the welfare of children will be explored during the interview process.

GLENTHORNE HIGH SCHOOL MODERN LANGUAGES DEPARTMENT



The Modern Languages Department is highly successful area of the school and is currently responsible for the teaching of French and Spanish to KS3, KS4 and KS5. Uptake at GCSE is excellent and uptake at A level is growing.

The aims of the Modern Languages subject area are to enable pupils:

- 1) To develop the ability to use the language effectively for the purposes of practical communication.
- 2) To form a sound base for the skills, language and attitudes required for further study, work and leisure.
- 3) To develop an awareness of the processes involved in learning a language.
- 4) To encourage positive attitudes to foreign language learning and to speakers of foreign languages.
- 5) To offer insights into the culture of foreign countries.
- 6) To raise achievement so more students gain an excellent qualification in a language.

All pupils learn French or Spanish in Key Stage 3. All languages at Key Stage 3 are taught for two lessons per week. In years 10 & 11 pupils can choose French or Spanish and have five lessons per fortnight. The course leads to the GCSE examination. The uptake for languages at KS4 is approximately 60% of the year group. KS5 lessons are taught 9 lessons over a fortnight. Enrichment is also offered twice a week for 45 minutes before school for pupils who have the potential to study two languages at KS3 and KS4. We will be teaching the new GCSE qualification using the Edexcel / Pearson specifications.



All pupils are taught in sets in year 7 according to their KS2 results and then setted according to their attainment in MFL in Years 8 and 9, as are Years 10 and 11 where possible. At KS3 we follow a custom course for Year 7 and 8 then follow the Studio 3 course for French and the Viva 3 We also actively encourage the use of individual resources, along with specifically differentiated materials.

Within the Department we place a high priority on using a range of teaching and learning styles and regularly share good practice through mutual observation, following the school's teaching and learning policy, and through discussion at subject meetings. There is a strong culture of sharing materials and a wealth of resources to help teachers always deliver engaging, exciting and outstanding lessons. There is a strong emphasis on working as a team and each full-time member of the department has an area of specific responsibility. Staff are keen to teach communicatively in the target language, to promote the learning of a modern foreign language, and to actively encourage pupils in order to raise achievement and to increase pupils' confidence and motivation.



The Department is committed to extra-curricular activities including visits to France and Spain for KS3 pupils during Challenge Week. We also run 'Skype' calls with partner schools in Spain and France as part of our Gifted and Talented provisions. Teachers offer a range of intervention for students frequently after school to ensure all students are learning, achieving and confident in their languages studies.

Accommodation is in five specialist rooms, all of which are equipped with interactive whiteboards. The Department also has access to specialist ICT classrooms when required.

INFORMATION FOR APPLICANTS

Glenthorne High School is a successful, over-subscribed, mixed comprehensive school for pupils between the ages of 11 and 19 situated in the London Borough of Sutton and judged outstanding by Ofsted. We believe in Achievement for All. We have a reputation for excellence and are well known for high standards of achievement and behaviour. The school became an Academy in July 2011. Significant investment in facilities over the last few years has seen the building of the Jubilee Wing incorporating specialist classrooms, a Sixth Form Centre and an ASD Base for pupils with mild ASD, as well as a new Performing Arts Centre and the Willow Canteen. A new building project, the Hub, was completed in May 2016. This has provided a new Reception area and Library as well as additional classroom space. We will be starting our next building project in October 2016 – an extension to the Willow Canteen.

We were inspected by OFSTED in May 2012 and were judged outstanding in all five categories. Inspectors recognised and celebrated the school's achievements, praising the school's "relentless drive for realising the highest academic standards for each student" and teachers' high expectations. Achievement was judged to be outstanding with "students making exceptionally rapid and sustained progress". Teaching was judged to be outstanding and inspectors highlighted the "wonderful opportunities" offered by the school both in and out of the classroom. Behaviour was judged to be outstanding and the report identified pupils' exceptional courtesy and respect. Leadership was also judged to be outstanding and inspectors praised the school's "very inclusive environment, where success is conspicuous and valued by students, parents, carers and staff alike".

The school was designated as a Training School in September 2004 in recognition of our expertise in supporting and training staff throughout their careers. We are now accredited as a SCITT and train School Direct candidates through our Teaching School Alliance. The SCITT comprises 15 high-performing local, yet diverse, high schools, all of which have made rapid progress over recent years, have high expectations of students and view training and development of staff as the key to future success.

We have been a Specialist Arts College since September 2002. We are a centre of excellence in the Performing Arts and hold the Artsmark Gold Award. We have also been recognised as an Investor in People since 2005 and currently hold Investors in People Gold status. Professional Development is encouraged at all levels of the school and is supported by Performance Management. We value professional development and there are opportunities to develop subject, pastoral and management skills. We have a strong focus on CPD and run a comprehensive CPD programme for all staff at the school.

Our priorities are to continue to improve teaching and learning and raise standards of attainment. Standards achieved by our pupils in public examinations are high; GCSE results (2016) stand at 81% 5 A*-C grades (74% including English and Maths) and A Level results (2016) at 99% with 84% A*-C grades.

The curriculum at Glenthorne is organised in Subject Areas, each with its own Subject Leader. In Year 7 pupils are set in core subjects and languages with mixed-ability groups for other subjects. A wide range of GCSE and A Level courses are taught together with BTEC and other

vocational courses, some of which are delivered in conjunction with local partnership schools and FE colleges. Pupils in Year 11 also go on one week's work experience. In the Sixth Form we offer academies in Football, Drama, Dance and Music. Most subjects are taught in their own suites of well-equipped classrooms. Extra-curricular activities are a further strength of the school. Subject Areas encourage a wide range of extra-curricular activities - visits to galleries and theatres, clubs in Science and Technology, field trips, museum visits and so on. Recent school productions have included "Les Miserables", "Starlight Express" and most recently "Annie". All involved over 100 pupils and proved to be huge successes.

Sport is a key area of achievement and the school runs a Football Academy for Sixth Form students. Students receive three hours training from professional coaches a week and play matches on Wednesdays. The remaining time is taken up with studying a range of A level and Level 3 BTEC courses. We hold the Sportsmark Award and run many teams and clubs in a variety of different sports. There is also an excellent Challenge Week for all KS3 students in July each year.

Pupils at the school are organised in mixed-ability tutor groups with nine in each year group. Most form tutors and Heads of Year move up the school with the year group. Together they play an important role in the monitoring of pupil progress as well as in supporting individual pupils. We introduced a House System in September 2015 with all pupils (and staff!) being allocated to one of four Houses: Rollason, Rutherford, Turing and Morris. This has provided opportunities for pupils in all year groups to work together in friendly competition.

The SEN Department at the school is fully committed to supporting the needs of pupils who experience learning, behavioural or emotional difficulties. We offer a wide provision of intervention and support encompassing literacy, numeracy, speech and language, social skills, anger management and individual mentoring.

All staff are required to conform to the school's No Smoking policy. Employees are not permitted to smoke on the school premises.

There is a staff dress code. Staff are expected to dress in such a way as to project a professional image to pupils, parents and visitors to the school: suit, smart jacket, tailored trousers or skirt, smart dress and jacket, shirt or top which covers the shoulders and midriff, tie (male staff). Denim clothes, leggings and cropped trousers are not acceptable. Jewellery should be sensible and appropriate for working in a school, taking into account a professional image and health & safety issues. Tattoos and piercings (apart from those for one earring in each ear) should not be visible. It is recognised that some staff may wish to wear clothes or insignia appropriate to their own cultural, ethnic or religious background. It is important that this is shared with the Headteacher before you commence your employment.

For those members of staff who use childcare facilities, we operate a Childcare Voucher scheme which assists employees meet the costs of their childcare.

Applicants should be aware that Glenthorne High School is committed to promoting and safeguarding the welfare of children. As such, all posts are subject to an enhanced DBS disclosure.

For further information about the school, please visit our website at www.glenthorne.sutton.sch.uk

GLENTHORNE HIGH SCHOOL

GUIDANCE TO APPLICANTS

Please read these carefully before making your application.



The Application Form

Please complete in **black** pen or type. Additional sheets may be used.

The application form will play a key part in whether you are called for an interview, so it is important that you take your time and complete it as fully and accurately as possible.

When selecting candidates for interview we have to base our decisions on the information you give us. The Person Specification is enclosed with this application form. This is a list of the skills, knowledge, qualifications, experience, aptitudes and abilities that are required to perform the job. When we read your application form we will be looking for evidence of examples which demonstrate how you meet the criteria in the person specification. You must include sufficient evidence and examples to show that you meet the requirements.

Personal Details

For monitoring purposes we would ask that you provide the information requested on the Equal Opportunities Monitoring Form at the back of the application form. This form is removed before shortlisting and will be destroyed after monitoring.

Career History

This is the record of your work history. It may include periods of unpaid or voluntary work as well as paid employment eg you may include time spent as a carer for one of your family or a voluntary helper in a school.

If the title of the position does not make it clear what work you did eg twilight crew, canvasser, please briefly describe the main duties.

You may continue on another sheet if you need extra space.

Education, Qualifications, Training

The Person Specification may ask for specific qualifications or training. You should list the relevant qualifications or courses undertaken. Where you have additional qualifications or training, mention these if they relate to your knowledge or skills. Proof of qualifications will be required at interview.

Statement of Suitability

This section is your opportunity to show us that you meet the Person Specification. Take each criterion of the Person Specification and tell us the details of your knowledge and experiences. Give specific examples of things you have done which demonstrate your ability. For example, if the Person Specification says *"Able to organise self and others to complete projects within deadlines"*, you must do more than say *"I am a very organised person and can work to deadlines"*. You should give an example by describing something that you have done which proves that you can do that eg *"I organised a fundraising event for the local playgroup within six months and with a group of five helpers"*.

When reading your application we cannot assume that because you have experience you also have the ability to carry out a task and vice versa. You may have experience of managing staff, but we need to know how you motivated your staff. We don't expect you to have formal experience, but if you can show that you have the ability to do the component tasks, that will be equally

acceptable eg to organise a meeting you need to be able to: liaise with others, book accommodation, organise refreshments, and compile agendas.

You will not be judged on your writing ability or your handwriting. You will probably want to write more than the space allows so continue on another sheet. However, we do expect all candidates to have a good standard of literacy.

You may already have prepared a CV and want to send that instead of answering the Statement of Suitability. You may send it, but you must also complete the Statement of Suitability. CVs often list the jobs you have had and their responsibilities, but they often do not properly describe your skills and abilities. It is unlikely that we will be able to find enough evidence in a CV alone.

You may use examples and evidence from outside paid employment. You may use examples from voluntary work or your hobbies or interests.

Referees

If you are offered the job, the offer will be made subject to receipt of satisfactory references, pre-employment medical clearance, an enhanced DBS disclosure and, for teaching staff, a check on your teaching qualification status. If your referees do not confirm what you have told us we may want to discuss this with you. We will ask you to complete an online Medical Questionnaire which will be sent to our Occupational Health Department. It is their job to make sure that you are fit to do the job we have offered you. In some instances, you may be asked to go for a medical examination. You will also be asked to supply evidence of any qualifications that are required. All employees are required to have DBS clearance. Unless you have a clearance issued within three months of being appointed, and have had no break in employment, we will require a new check to be carried out.

Relationships

We do not have a policy of excluding people who are related to school staff or Governors, but if you are related to someone we will make sure that they are not involved in the selection process for this post. If we find out after you have been appointed that you are related to someone who interviewed you, we may dismiss you. 'Related' includes co-habiting with someone.

Interviews

Glenthorne has a policy of using a wide range of selection methods to assess whether people meet the criteria. All teaching staff will be asked to take a lesson but you may also be asked to take an ability test, do a presentation or other work related exercise. You will be advised of any method being used for the post when called for interview. At the interview, you will be asked questions related to your Personal Statement as well as issues relating to safeguarding and promoting the welfare of children. Any issues of concern arising from a reference will also be explored during the interview process.

Complaints

The school is keen to ensure equality of opportunity in its recruitment and selection process. If you think that you have been discriminated against during the selection process on the grounds of your race, age, gender, marital status, caring responsibilities, gender re-assignment, sexual orientation, social class, religion, belief or disability you may make a complaint and we will investigate. If you feel you have been unfairly treated you must contact the Headteacher, in writing, within 3 working days of being rejected after an interview. You should explain the reason for your complaint to the Headteacher, or his/her representative. The Headteacher, or his/her representative, may want to talk to you before confirming the outcome of the investigation.