



BISHOP WORDSWORTH'S SCHOOL SPANISH / FRENCH TEACHER VACANCY/SEPTEMBER 2018

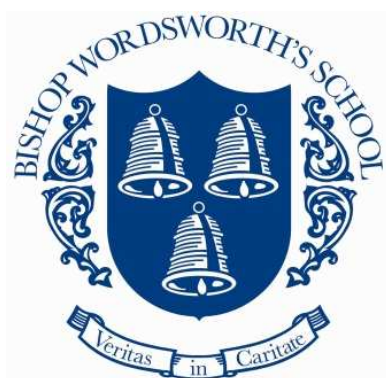
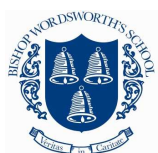


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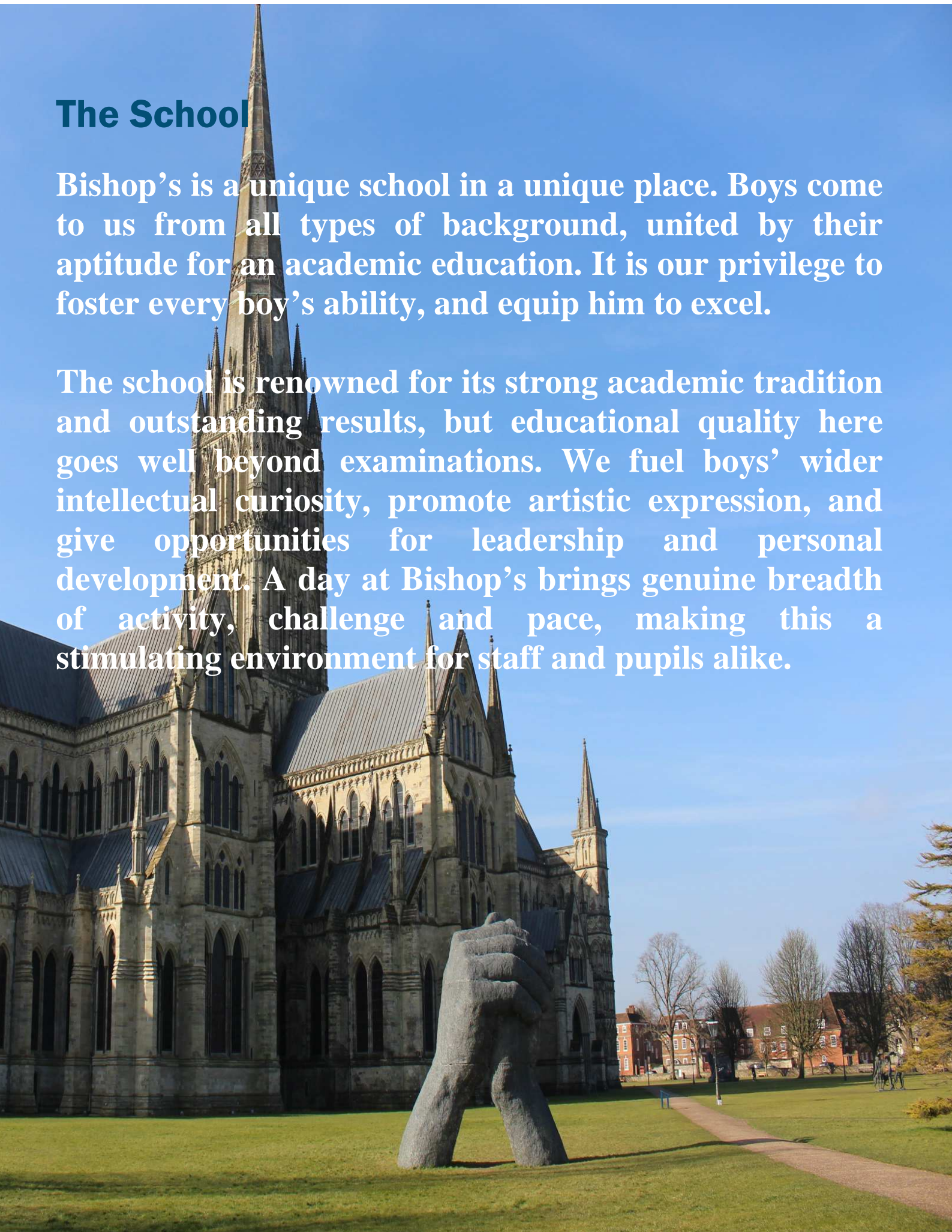
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The School

Bishop's is a unique school in a unique place. Boys come to us from all types of background, united by their aptitude for an academic education. It is our privilege to foster every boy's ability, and equip him to excel.

The school is renowned for its strong academic tradition and outstanding results, but educational quality here goes well beyond examinations. We fuel boys' wider intellectual curiosity, promote artistic expression, and give opportunities for leadership and personal development. A day at Bishop's brings genuine breadth of activity, challenge and pace, making this a stimulating environment for staff and pupils alike.





History and tradition

Bishop John Wordsworth intended that his school should provide a centre of academic excellence in the heart of Salisbury. Since 1890 Bishop's has fulfilled that mission, and today we educate over 900 boys aged between 11 and 18. Under the shadow of the Cathedral spire our eclectic buildings span the seventeenth to the twenty-first centuries, reflecting the school's heritage. This creates a very special atmosphere in which boys are conscious, on a daily basis, of their part in a long tradition of academic endeavour.

Admission on ability

As a Church of England Grammar School and Academy, we set our own entrance test and policy on admissions. Any boy living within reasonable travelling distance of Salisbury is welcome to apply, and boys from the broadest range of schools and backgrounds thrive here.

High expectations and high achievement

Bishop's is one of the best-performing schools in the country and outstanding levels of success are part of everyday life. We never take this for granted, however, continuously supporting and encouraging boys to give full commitment to all that they do. Well aware of our expectations, the boys relish the opportunity to aim high and achieve their goals. Every boy is encouraged to find something at which he excels and to develop self-confidence as a result.

Christian values

Our Church school ethos permeates the fabric of life here – from regular worship in the Cathedral and our Chapel, through religious education, to the way we operate as a community. We welcome boys of all faiths or none, but the Christian values of concern for one other, respect and tolerance provide a moral compass that influences everyone, both personally and culturally.

Spirit of togetherness

As the school motto *veritas in caritate* (truth through caring) suggests, consideration and thoughtfulness are central to life at Bishop's. Right from day one, we work hard to make boys feel valued and welcome. Within each year there are three or four tutor groups of approximately 30 pupils, led by form tutors. During Year 7 we monitor these groups carefully, knowing that the happier boys are, the quicker they will settle in and flourish. Through the house system and a host of other activities boys mix across years, fostering a close community in which older boys can become friends and mentors to their younger peers. If problems arise the form tutor or the relevant Head of School are the first points of contact and Heads of School operate an 'open door' policy whenever possible. We try to respond quickly and sensitively to any boy in difficulty, and draw in the necessary support.



Academic life

Rigour, depth and breadth characterise academic life at Bishop's. Boys enjoy being taught by highly qualified subject specialists. Teachers teach so that boys do well – but also to extend pupils' knowledge and understanding beyond the narrow confines of exam syllabi. Throughout, we aim to engender a passion for learning and the skills to pursue that passion independently. In and out of school there are countless opportunities for boys to develop their academic interests – workshops, lectures, master classes, fieldwork and more. Boys regularly take part in school and national competitions, with many gaining success both within and beyond the curriculum.

Extra-curricular

A broad extra-curricular programme helps boys to understand more of the world, to challenge themselves and to grow as individuals. At Bishop's we aim to provide many and varied opportunities, so that every boy has the chance to find new interests and achieve great things. Competitive sport is in the lifeblood of the school. Rugby, Cross Country, Athletics, Basketball, Soccer, Hockey and more figure in the sporting calendar, with regular fixtures against schools across Wiltshire and the South West of England. While we are justly proud of our outstanding reputation for sporting success both regionally and nationally, we value equally the commitment of boys who give their best to an activity they enjoy.

Continued Professional Development (CPD)

Bishop Wordsworth's School acknowledges that continued professional development (CPD) is an integral part of teacher education and therefore offers a comprehensive programme of CPD, enabling teachers to keep up with the relevant and up-to-date knowledge in their field as well as with the newest pedagogical approaches. CPD is based around pupil need, giving teaching staff the freedom to innovate and try out different interventions to meet the needs of their pupils. We actively encourage exchange of information and ideas between teachers both at BWS and with other schools in order to remain in touch with different teaching styles as well as advances their field of expertise. BWS acknowledges that sharing ideas, experience and good practice helps raise the education system on a higher level as a whole which in turn creates an better approach to quality education.



BWS 1st XV at the NatWest Schools' Cup Final at Twickenham - 29 March 2017





The opportunities to experience activities here and abroad are immense.

Music is very strong at Bishop's, and many boys have instrumental lessons at all levels. As well as touring abroad and in the UK, the Choir performs regularly for school occasions in the Cathedral. Boys play in wind bands, brass and string ensembles, and often collaborate to form rock bands of their own.

Drama thrives too, with every age group having opportunities to take part either in clubs or productions. Through our vibrant Art department boys can develop their talents both in and out of lessons. Theatre and gallery trips feature regularly, as do plays, musicals and concerts on a variety of scales, many benefiting from our collaboration with the girls' grammar school. Over 40 clubs and societies meet during lunch breaks or after school.

A boy can become involved in voluntary work locally, play chess, try debating or film-making. The opportunities to experience activities and destinations here and abroad are immense: from Outward bound and community service to fieldwork, expeditions and cultural exchange, all boys will have the chance to give it a go.

School Routine

Lower School (Years 7 & 8)

The routine of daily life for Years 7-8 at BWS is organised and run by the Lower School Office who monitor the academic progress of the boys through the analysis of report data and receive information from all aspects of boys' schooling, including rewards and sanctions, so that they can both support and challenge boys to do their best. Largely, boys are taught within their tutor groups and follow a common timetable. Many departments begin GCSE syllabuses in Year 9. As a minimum, teaching in all subjects follows the National Curriculum, and the knowledge, understanding and skills that boys acquire lay solid foundations for their future studies.

Middle School (Years 9 to 11)

The School places great emphasis on ensuring that pupils achieve the highest academic standards of which they are capable, whilst encouraging them to develop their social, cultural and recreational skills and interests at the same time. This means that we adopt a firm but caring approach to all aspects of School life. The Staff endeavour to work closely with parents in ensuring that boys spend their time at School profitably but happily. In the Middle School this policy is carried out by working closely with pupils and parents on academic, pastoral and career matters and by trying to equip them with a good range of qualifications and skills by the end of Year 11 - whether they go on to enter the Sixth Form or leave school at this stage. Pastoral care is delivered through the tutorial programme and personal interviews carried out by tutors within our tutorial programme. Impartial Careers Guidance is provided by the School's Careers Adviser and the School Chaplain is also available for counselling and guidance. Members of the team maintain regular contact with Middle School pupils and with one another and regularly meet with the Headmaster to discuss pupils' progress.

Sixth Form

Almost all boys stay on into the Sixth Form, where they are offered a broad academic curriculum, supported by stimulating enrichment courses. Our extensive collaboration with South Wilts Girls' Grammar School means we can provide a substantial range of A-level disciplines that draw on the expertise and resources of both schools.

The Team

The MFL Department at Bishop Wordsworth School's consists of 2 full-time (with one maternity cover) and 3 part-time subject specialists, most of whom teach two languages. The department comprises of separate Heads of French, German and Spanish.

The Spanish Department is successful, thriving and offers comprehensive KS3, GCSE and A-Level courses. Pupils are offered wide-ranging opportunities to experience culture, with previous residential trips and exchanges including Béjar, Barcelona, Menorca and Argentina. The new member of staff will be encouraged to play a big part in developing a diverse range of future trips to build confidence and increase pupil engagement and attainment back in class.

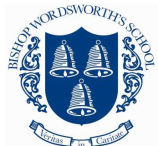
We have successfully implemented a Volunteer Assistant programme for parents who are native speakers of Spanish to help our 6th Form students through scheduled conversation sessions. A-Level students in turn help their younger peers thanks to an assistant rota created by our Spanish Prefect.

The Spanish Department:

Mr Andrew Green – Head of Spanish
Mrs Frances Matthews – Spanish Teacher

MFL Department:

Mrs Helen Gosse – Head of French
Mrs Olivia Telford – French Teacher
Mrs Leanne Bould – Head of German
Mrs Louise Drummond – German Teacher



Job Description

Post Title: **Teacher of Spanish / French**

Reporting to: **Head of Spanish**

KEY AREA

Working Environment:

Punctuality and
Attendance:

Good Order:

Classroom
Management:

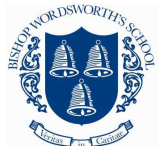
Lesson Content:

Preparation:

Homework:

RESPONSIBILITIES

- To ensure that teaching areas are organised appropriately and provide as pleasant, stimulating and tidy a working environment as possible.
- To insist on punctuality and to lead by example in this respect.
- To record and check any absences from lessons and to provide work as necessary in cases of extended absence.
- To take a register of students in all sixth form lessons and follow up absenteeism.
- To ensure that each lesson starts and ends in an orderly fashion.
- To maintain high standards of classroom discipline and control, and refer to the Head of Department any pupils who are difficult or disruptive.
- To follow departmental syllabuses and schemes of work and contribute to their enhancement and development.
- To ensure that all lessons are thoroughly prepared and carefully structured and that the work is appropriate to the needs and abilities of each pupil. This should be recorded in their planner/diary; these should show work to be covered (as a forecast) and/or work covered (as a record) depending upon the subject matter and the individual teacher's preference. These planners should be available to the Headmaster, Deputy Headmaster and Head of Department.
- To set homework regularly on the nights specified in the homework timetable and in accordance with the School's homework policy. All homework set should be recorded in the planner. Pupils who do not produce satisfactory work on time should be referred to the Head of Department and, if appropriate, the Head of School.



KEY AREA

RESPONSIBILITIES

Marking:

- To mark work regularly, in line with School and departmental policy and guidance, and to keep up to date records of each pupil's work and progress. This record should be available to the Head of Department/Head of School and Deputy Headmaster.

Assessment/Reports:

- To complete pupil assessments, profiles and reports carefully and promptly and to adhere to the School's policies and procedures for formal assessments and examinations.

Books/Equipment/ Resource:

- To keep careful records of the issue and collection of books and resources and to inform the Head of Department of any loss or damage which occurs.
- To manage the use of all resources by pupils in line with the School's Health & Safety Policy.

Meetings:

- To attend and contribute to departmental and staff meetings. To attend parents' evenings and any other meetings directed by the Headmaster.

Rewards/Sanctions/ Concerns:

- To apply the School's system of rewards and sanctions, and to inform the Head of Department of pupils worthy of praise and pupils causing concern.

Professional Development:

- To extend professional expertise by seeking and applying for relevant in-service training and attending whole staff training sessions.

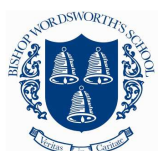
Performance Management:

- To participate in the School's system of Performance Management.

Extra-Curricular Activities:

- To contribute to the School's extra-curricular activities programme if they so choose. This is a non-contractual area where staff participation is entirely a matter of discretion and goodwill. However, such involvement carries important reciprocal benefits – for pupils and the development of the School's ethos but also for the professional development of the colleague concerned.

Bishop Wordsworth's School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be expected to undergo enhanced DBS clearance.



Bishop Wordsworth's School

Person Specification – Classroom Teacher

The following are essential or desirable characteristics associated with the post of a classroom teacher at Bishop Wordsworth's Grammar School. Evidence will be drawn from the application form and lesson observation, or explored at interview.

	Essential	Desirable
Qualifications <ul style="list-style-type: none"> ❖ Good honours degree in the specified subject or in a closely-related area ❖ UK Qualified Teacher Status ❖ Evidence of further relevant qualifications or training ❖ Evidence of recent professional development 	✓ ✓	✓ ✓
Experience <ul style="list-style-type: none"> ❖ Evidence of successful teaching at KS3 and KS4 in the specified subject ❖ Evidence of successful teaching at KS5 in the specified subject ❖ Experience of pastoral work in a school setting ❖ Experience in more than one school 	✓	✓ ✓ ✓
Knowledge <ul style="list-style-type: none"> ❖ Up to date knowledge of the curriculum and current trends or developments ❖ Familiarity with the requirements of public examinations in the subject 	✓	✓
Skills <ul style="list-style-type: none"> ❖ A confident and competent classroom practitioner ❖ A proven record of securing good progress for pupils ❖ Ability to differentiate teaching to meet the needs of all pupils ❖ Good communication, organisational and interpersonal skills ❖ Ability to converse fluently in English ❖ A willingness to share good practice and promote the development of the subject ❖ Ability to use and promote the effective use of ICT ❖ An ability to build positive working relationships with colleagues ❖ An ability to work effectively as part of a team and to work independently 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓
Other <ul style="list-style-type: none"> ❖ Enthusiasm for learning and a passion for teaching ❖ High expectations of pupils and their behaviour ❖ Ability to work hard, prioritise deadlines and maintain good humour ❖ A willingness to engage fully with continuing professional development ❖ A recognition of the importance of personal responsibility for Health and Safety ❖ A demonstrable commitment to equal opportunities ❖ Commitment to safeguarding and promoting the welfare of pupils ❖ A commitment to the School ethos and selective education in general ❖ Ability and willingness to contribute to the wider life of the School 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	

To deliver services effectively, a degree of flexibility is needed, and the post holder may be required to perform work commensurate with the level of responsibility of the role not specifically referred to above.

