



The Tiffin Girls' School

Language Assistant (Spanish)

Candidate Information Pack



The Tiffin Girls' School Vision

Our vision is to provide '**An intellectually stimulating and outward-facing school, enabling students to flourish and contribute to society**'.

The school's motto *sapere aude* – **dare to be wise**, is embodied in its core values of *Community, Love of Learning* and *Character*.

Community:

- Collaboration
- Active Citizens
- Celebrate diversity

Love of Learning:

- Inspiration
- Embrace knowledge
- Creative & Critical thinking

Character:

- Integrity & Respect
- Courage & Resilience
- Independence & Initiative



From the Headteacher

Dear Applicant

Language Assistant post at The Tiffin Girls' School – for October 2019

Thank you for your interest in the post of Language Assistant at The Tiffin Girls' School. This is an important appointment for this high achieving school. We are looking for someone who can work closely with our very able students, to improve their linguistic ability and to develop activities that focus on Spanish culture

The school is one of the top state schools in the country and in 2018 achieved some wonderful results:

- GCSE: 79.9% level 9-8 and 94% 9-7, Progress 8 of 1.19
- A Level: 37% A* and 92% A*-B

I was drawn to the Headteacher post here because of the wonderful culture and ethos that permeates this remarkable school. Our motto, *sapere aude - dare to be wise*, has been shared by generations of students and in application of this motto to our next generation of students, our vision is to promote '**An intellectually stimulating and outward-facing school, enabling students to flourish and contribute to society**'.

Central to achieving this vision are the school's core values of **Community**, promoting a culture of giving and encouraging students to be active citizens in society; a **Love of Learning**, inspiring students to pursue their passions with freedom of intellect and being challenged to think creatively and critically; and **Character**, building resilience, confidence and independence with integrity and respect for others. With our students' commitment to these core values, we aim to be regarded as much for our academic results, as for being a school community that nurtures involvement in self-discovery and collaboration – placing equal value on learning, outreach and engagement in a wide and diverse range of extra curricular activities.

Alongside this, every member of this community is committed to safeguarding and promoting the welfare of all our students. We demonstrate our commitment through:

- maintaining an attitude of 'it could happen here';
- when concerned about the welfare of a student, always acting in the interests of the student;
- establishing and maintaining an ethos where students feel secure and are encouraged to talk and are always listened to;
- ensuring that all students know there is an adult in the school whom they can approach if they are worried or in difficulty; and
- including in the curriculum opportunities which will equip students with the skills and knowledge they need to stay safe from harm, to make informed decisions and to know to whom they should turn for help.

I hope that you are excited by what you read and see on the school's website, and that the opportunity to join the Finance team and the school is an appealing one. I look forward to receiving your application.



Our School

The Tiffin Girls' School, a selective state school and stand-alone Academy, is a vibrant and happy community where the girls take centre stage. The school is currently home to 1,160 girls, aged between 11 and 18, and for 139 years has been providing an education where girls can live up to the school's motto *sapere aude* - dare to be wise. The school prides itself on encouraging girls to aspire to excellence in everything they do, whether that be: academic excellence, a passion and enthusiasm for the creative and performing arts, sporting prowess, or student leadership. A broad and challenging curriculum sits alongside a stimulating and rewarding range of extracurricular activities, many of which are student-led, and these elements of school life combine to develop inquisitive, confident, dynamic and successful young women ready for their future lives as global citizens.

The girls achieve highly because they are incredibly motivated, hardworking and focused. It is, however, the caring and strong pastoral system, complemented by the development of strong friendship groups, which makes them feel happy and safe, allowing them to flourish in their time here. The school also benefits greatly from a very positive relationship with parents, working together in our common aim which is to encourage and support the girls.

The school is a six form entry selective school, having expanded from five forms of entry in September 2016. As of September 2018, we have 180 students in Years 7, 8 and 9, and 150 in Years 10 and 11, with over 300 in the Sixth Form.

There are spacious yet functional premises, which provide extensive facilities in all areas of the curriculum. Specialist teaching areas include thirteen science laboratories, three art rooms, a drama studio, Learning Resource Centre (with additional computers), music suite and a computer suite of two computer rooms, with bookable laptops, chromebooks and clusters of machines in design technology, music and science. There is a large assembly hall, a separate dining hall and two gymnasias. Sports facilities include an astro turf, resurfaced netball and tennis courts.

The school's proximity to London makes it possible for students of all ages to attend concerts, plays, theatre workshops, lectures, exhibitions, one-day conferences and international matches. The school makes good use of this facility as trips and activities outside of school form an essential part of the students' educational experience.

Parental contributions and fundraising have greatly enhanced the accommodation in the school. In the recent past, two new classrooms, a learning resources centre and two science laboratories, have been added thanks to our parents. Last year we also secured funding for a new teaching block and a science laboratory refurbishment.

Staff

The strong team of highly qualified staff has extensive and varied experience. Both teaching and non-teaching staff share a commitment to high standards of learning, discipline and care for the personal wellbeing of each student. Good liaison is cultivated with local feeder schools, community services, employers and with universities.

Opportunities for professional development are essential and care is taken to ensure all staff have access to training and new experiences through a comprehensive and personalised programme of CPD - both elective and directed. Based on the needs identified by appraisal and teaching and learning reviews, and underpinned by current research, our CPD programme offers bespoke pathways to development. Staff are encouraged to join working parties, recent groups include Curriculum and Behaviour for Learning. The impact of working party research or action is evaluated at the end of each year and reviewed for the following year. There is a well-developed programme of induction for all new colleagues and newly qualified teachers.

There is an active staff association, which arranges social activities throughout the year.

Admissions

The school operates a two stage testing process for admission to Year 7. The Determined Admissions Arrangements for 2019-20 are available to read on the website. For admission in 2019-20 the Stage One Test will consist of an English paper and a Maths paper and both will be multiple-choice style tests. The Stage Two Test will test the core subjects of English and Maths.

The Governors have recently changed the admissions criteria, promoting greater social responsibility by giving a priority to those living in the inner area and designated area who are from a disadvantaged background. Our determined admissions arrangements are available on our website.

We anticipate continuing to be heavily oversubscribed each year, receiving a large number of applications from academically able girls.

Curriculum

The school provides a wide range of subjects that meet the learning and destination choices of our highly able students. Lessons are taught in one hour periods over a 25 period week.

Our Key Stage 3 curriculum develops students' knowledge, skills and understanding, and lays the foundations for the courses students will then follow at Key Stage 4. All subject areas are enriched with a wide range of creative and stretch and challenge opportunities that are designed to enable students to reach their full potential.

In Years 10 and 11, subjects are taught across two periods per week. The exceptions to this are Maths (three periods per week) and English (four periods per week). The core curriculum includes English, Maths, Biology, Chemistry, Physics and a language with students then choosing three further options. All students receive a private study lesson and two PE lessons as part of their broader curriculum.

In Years 12 and 13, subjects follow A Level specifications. Students choose four subjects to begin their studies, with most then choosing to continue three to full A Level in Year 13. Students are also given the opportunity to study the Extended Project Qualification (EPQ). Further details on options at GCSE and A level are available on our website.

In Year 12, we offer a Higher Education Programme and a pastoral programme of activities designed to broaden their education.

Staff care passionately about the students, and we are acutely aware of the pressures that many high achieving girls face. We have therefore developed a comprehensive evidence based PSHE curriculum, one period a week, which has been specifically written for our context and includes many guest speakers.

Sixth Form

Sixth Form students have many opportunities to enrich their educational and social experience over the two years and many participate in charity and not for profit enterprises. They compete at national level in the Young Enterprise Company Programme (UK winners 2013), enrol on the Duke of Edinburgh Award Scheme Silver and Gold awards, and take part in debating, university challenge, Model United Nations and a wide range of other clubs and societies. Alongside this, the girls are encouraged to conduct work experience to support their personal development and UCAS applications.

Student leadership is actively encouraged and many Sixth Form students are school officers, prefects, subject associates and mentors for younger students in the school. Sixth Form students, for example, mentor and coach a large number of students in debating clubs covering all three key stages; all year groups compete in local and national competitions such as ESU and University Schools events.

While many of our students go on to Oxbridge (22 in 2018) and other Russell Group universities, a small number are choosing to study abroad.

Location

The school is located in spacious and attractive grounds in a pleasant residential area which is bordered by the River Thames and Richmond Park. It is situated on the northernmost edge of the Royal Borough of Kingston upon Thames with easy access to road and rail networks. The nearest railway stations are at Kingston upon Thames (Zone 6), a fifteen minute walk away, or Richmond upon Thames.

Safeguarding at The Tiffin Girls' School

In support of our safeguarding commitment, we undertake rigorous employment and Disclosure and Barring service checks on appointment. We provide regular safeguarding training and expect staff to be aware of, understand and act in accordance with school policies. On appointment, staff will be asked to sign up to our E-Safety, Health & Safety, Data Protection and Secure Data Handling policies and to our various Safeguarding documents. In addition, on appointment, all staff are required to sign their agreement to complying with the school's Code of Conduct. If any of the above raises any queries when you are considering your application, please do not hesitate to contact Kirstin Stansfeld, HR Director on recruitment@tiffingirls.org.

Job Description

Under the direction of the Head of Spanish, the language assistant:

- works on their own with small groups of A Level students to help them develop their speaking skills through oral exam practice and general conversation focused around the A Level topics;
- works with classroom teachers to help prepare GCSE students for their speaking exam;
- creates teaching resources to support their work and that of the Spanish department;
- provides extra support to GCSE and A Level students when required;
- contributes to extra-curricular activities (e.g. lunchtime clubs) within the department;
- supports the department in a variety of tasks when required (e.g. administration, marking).

Language Assistants can undertake exercises in reading, comprehension, pronunciation, dictation and oral composition, and may also contribute to international projects.

Person Specification

Essential	Desirable	Evidence
Qualifications and experience:		
<ul style="list-style-type: none"> Studied to degree level 	<ul style="list-style-type: none"> Experience of working in a school or similar establishment. 	Application form References Interviews Certificate/s (to be available at interview)
Knowledge and skills:		
<ul style="list-style-type: none"> Ability to build and form good relationships with colleagues and students. Ability to work constructively as part of a team, understanding school roles and responsibilities including own. Excellent verbal and written communication skills appropriate to the need to communicate effectively with colleagues and students. 	<ul style="list-style-type: none"> Ability to proficiently use office computer software including word-processing, spreadsheet, database and internet systems. 	Application form References Interviews
Personal qualities and attitudes		
<ul style="list-style-type: none"> A positive, professional manner. An interest in teaching. Initiative and ability to prioritise one's own work. Efficient and meticulous in organisation. Able to follow direction and work in collaboration with teaching staff. Able to work additional hours during busy periods. Be committed to and be able to actively demonstrate safeguarding and promoting the welfare of children. Demonstrate the ability to uphold public trust and confidence and maintain appropriate positive professional boundaries in relationships with both children and adults at all times. Recognition of the importance of personal responsibility for health and safety. Commitment to the school's ethos, aims and its whole community. 		Application form References Interviews

Benefits of working at Tiffin Girls'

All of our employees enjoy a range of benefits:

- Free tea and coffee in the staffroom with regular 'treat days' eg Fruit Friday
- Pleasant working environment on the outskirts of the busy town of Kingston upon Thames with easy access to London and the surrounding Surrey countryside
- Free on-site parking
- Cycle to Work Scheme
- Childcare vouchers (salary sacrifice scheme)
- Enhanced maternity benefits and consideration given to flexible working where possible
- Free at the point of use counselling
- Free lunch and refreshments on Inset days
- A busy Staff Association who arrange social event

Support Staff benefits:

- Membership of the Local Government Pension Scheme

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