HIGHGATE

Head of Mandarin

September 2020

An opportunity has arisen to appoint an inspirational and well-qualified graduate teacher of Modern Languages with a successful track-record of relevant teaching to take charge of Mandarin teaching in the Senior School. The Head of Mandarin will sit on the Heads of Departments committee, be responsible to the Head of Modern Languages, and through him to the Deputy Head (Academic) and the Head, and will enjoy a good deal of autonomy. This is an exciting opportunity either for a teacher looking for a first promoted post or for a more experienced teacher with an interest in curriculum development and innovation. Applicants will, of course, be responsible for the organisation and development of Mandarin teaching, and its associated extra-curricular activities (e.g. foreign trips, societies, extension programmes etc). The successful candidate will, critically, have the ability and inter-personal skills to set the highest standards among pupils and staff alike, the ambition and imagination to challenge pupils and an insight into and command of the language and its culture, so that (s)he can convey its intricacies at the highest levels. The opportunity to teach another foreign language exists if the candidate wishes it. The Head of Mandarin, in common with all other Heads of Department, will have a coherent vision for the subject, in particular, the non-linguistic aspects of the Mandarin curriculum.

Highgate has a very strong tradition of language teaching. There are twenty-one teachers in the Modern Languages department; language teaching results can be viewed here:
https://www.highgateschool.org.uk/wp-content/uploads/2019/08/A-level-and-Pre-U-Results-sheet-for-website-2019.pdf

https://www.highgateschool.org.uk/wp-content/uploads/2019/08/GCSE-results-by-subject-for-website-22Aug19.pdf

Pupils learn French (and Latin) in Year 7, and follow a general linguistic awareness course in German, Mandarin, Russian and Mandarin. In the third term of Year 7, pupils chose to study an additional modern language from one of these four, which they take through to the end of Year 9 alongside French. A language is compulsory in Year 10, but many pupils take two modern languages. Class sizes are small (10–24 pupils). The Mandarin Department moved from teaching A level to the Pre-U course in 2016. In 2019, 90% of Pre U Mandarin candidates were awarded A* equivalent; 70% of candidates were awarded a D1 grade, which is above A*.

The Modern Languages Department occupies new classrooms overlooking some of the best views in North London, and facilities include computers linked to interactive whiteboards, high-speed Internet connections in each classroom, and other dedicated IT and audiovisual equipment, such as iPads. The Department has offices, resources rooms and smaller classrooms for assistants. The department organises cultural visits or annual exchanges with schools in China, France, Germany, Russia and Spain. The many Modern Languages Societies offer co-curricular cultural opportunities such as poetry declamation, debating with other schools, as well as film and theatre outings in London, and we organise participation in the Linguistics Olympiads. Members of the department are expected to contribute to the department's exchange and co-curricular programmes; a key quality to Highgate is the willingness of its staff to contribute broadly to the co-curricular life of the school beyond departments.

Teachers at Highgate enjoy a welcoming, comfortable and exceptionally well-resourced environment and are provided with significant assistance from a range of support staff. Salaries are competitive and the School pays the employer's contribution to the Teachers' Pension Scheme. Terms are shorter than in the maintained sector. Staff have free access to the School's sports facilities.

James Newton, the Deputy Head (Academic) and Justin Watts, the Head of Modern Languages, are very happy to answer questions (james.newton@highgateschool.org.uk, or justin.watts@highgateschool.org.uk).

Applicants with a degree from a non-UK university are asked to give detail about the content of their degree and its relevance to teaching Mandarin at IGCSE and A level/Pre-U. Failure to do this will mean that their application may not be considered.

APPLICATION PROCEDURE

Please complete the on-line application form and attach a full curriculum vitae - including the names, addresses, telephone numbers and email contacts of two referees.

Closing date 8:00am on 31 January 2020 but applications will be considered as they are received.

Interviews are provisionally scheduled for the week beginning 3 February 2020.

1 Essential professional criteria

Criteria	How will these be tested or verified?
A good honours degree in Modern Languages (including Mandarin as a single or joint honours subject) or, if a native speaker, a good honours degree in a relevant subject and secure subject knowledge (*See note in details about non-UK degrees)*	Original degree certificate(s) Questions about subject specialisation (and course content for more recent graduates) Opportunities at interview to discuss techniques for teaching set topics
Experience of teaching KS3, GCSE, AS and/or A2 Mandarin successfully, either as an employed teacher or during a PGCE teaching placement, and an understanding of effective assessment	A 50-minute lesson to be taught to one of the current post-holder's classes Opportunity to comment on and grade pupils' written work
Excellent communication skills	Two panel interviews; lesson (as above). Some part of the interview process will be conducted in Mandarin
The ability to adapt quickly to a new environment, establish good relations with pupils and gain their confidence	Opportunities at interview to recount experiences where these skills have been demonstrated Questions which referees will be asked as part of the confidential reference request
Sympathy with and knowledge of fundamental British values	Questions to test this at interview
Awareness and understanding of safeguarding and welfare of children	Questions at interview to test attitudes towards and knowledge of children's safeguarding and welfare Questions which referees will be asked as part of the confidential reference request

2 Desirable professional criteria

Criteria	How will these be tested?
A teaching qualification (PGCE, GTP)	Original certificate
The ability to teach an additional language to GCSE and A Level, though this is not essential	Original certificate
Experience of teaching successfully in an academically selective school or of outstanding teaching ability on a PGCE placement	Questions which a referee from an academically selective school will be asked as part of the confidential reference request Verification of a candidate's employment history
Knowledge of, and experience of teaching, the sort of authors and topics studied currently being taught at Pre U	Opportunities at interview to recount knowledge, and experience of teaching and of successful strategies used in teaching these topics
A willingness to be involved in the wider life of the department (ML societies, visits, school play)	Opportunities at interview to recount experience of running or participating in such activities or to give ideas for these

3. **HIGHGATE**: CORE MANAGEMENT AND LEADERSHIP COMPETENCIES (Head of Department)

ADMINISTRATION AND ORGANISATION	TECHNICAL EXPERTISE	LEADING PEOPLE	COMMUNICATION & COLLABORATION	IMPLEMENTATION
Efficiency **Personal time-management** **Time-keeping (deadlines)** **Planning ahead** **Budgetary skills** **Organisational skills** **Effective delegation** **Fair delegation** **Preparing for meetings and taking minutes** **Running meetings effectively to include all colleagues**	**Profound and continuing interest** in the subjects taught in the department **High-order, good-quality subject knowledge** **Outstanding teaching** **Informed and critical knowledge** of trends in the subject **Identifying strengths and weaknesses in curriculum** **Identifying strengths and weaknesses in teaching** **Identifying strengths and weaknesses in attainment** **Agility of mind to allow flexibility** in lessons to suit different pupils' needs **Clarity of expression**	**Strategic thinking** Formulating and communicating a clear and coherent **vision** which commands respect **Setting an example**, e.g. high personal standards of preparation and marking **Motivating colleagues** **Empowering others** **Developing others** **Building morale** **Initiative** **Flexibility** **Discretion**	**Interpersonal skills**, including warmth, even-handedness and sensitivity **Interpersonal awareness**, e.g. understanding of and empathy with others' feelings, motives and feelings; the ability to see things from other people's perspective **Judgement**: the ability to make reasoned, reasonable and balanced decisions **Ability to create effective rapport** and harmonious relationships with staff, parents and pupils **Ability to de-fuse difficult situations**, e.g. careful listening, sensitive use of humour, praise and recognition **Retention of a sense of perspective** and a sense of humour **Ability to work with individuals** collaboratively, drawing out their strengths and building trust **Managing conflict**	**Explaining issues and decisions** clearly and evenly **Presenting information** clearly to individuals **Presenting information** clearly to the department **Explaining ideas and plans** on paper clearly **Ability to address issues of under-performance**, including clarity, discretion and use of examples **Clarity and reliability of information** and analysis for Senior Leaders **Ability to turn ideas into plans and action** **Ability to give advice supportively and effectively**

4 Person specification for teaching posts at Highgate

Highgate seeks to appoint teachers who will have the following proven qualities, or the potential to develop them. At interview, candidates will have the opportunity to demonstrate or give an account of these attributes.

- The energy, dynamism and stamina to contribute fully to the life of a busy co-educational independent day school.
- Willingness to contribute to the extensive range of activities provided for pupils and to support them in their co-curricular pursuits.
- Capacity for industry and initiative in both independent work and as part of teams of colleagues in academic work, pastoral care, sports and co-curricular activities.
- Profound and continuing interest in the academic subject / s to be taught.
- The depth of knowledge and agility of mind to allow flexibility in lessons, adapting delivery as appropriate in the light of pupils' responses.
- Empathy with pupils across the age and ability spectrum at Highgate and the ability to implement a range of teaching strategies to cater for each individual pupil.
- Awareness and understanding of matters relating to the personal, social, health and emotional development of Highgate's pupils.
- General knowledge of Child Protection issues and good practice, particularly relating to professional obligations on safeguarding the welfare of each child and avoiding guarantees of confidentiality in any disclosure.
- Capacity to deal sensitively with problems raised by pupils, in line with Highgate's pastoral policies and sanctions system, working in partnership with Highgate's designated staff i/c pastoral care.
- Ability to create effective rapport and a sound relationship with pupils, earning their respect and trust but maintaining proper professional boundaries by not deliberately courting popularity or friendship.
- Willingness and ability to liaise effectively and professionally between pupils, staff and parents when required, making accurate records of these exchanges.
- Patience and thoughtfulness to see any issues that may arise with pupils, parents or colleagues from a variety of perspectives.
- The ability to diffuse difficult situations using different strategies such as careful listening, sensitive use of humour, praise and recognition where due, utilising the School's reward system.
- Retention of a sense of perspective and, on occasion, the invaluable ability to laugh at oneself.

Why study languages?

At Highgate you study languages, in addition to English: a classical language, Latin, and a modern language, French, in Years 7 and 8: these are the 'apprenticeship' languages which introduce you to the methodology of language learning as well as two languages which have had a significant influence on English. In Year 7 you will follow a language carousel in which you will experience the other four language on offer and learn key skills of linguistic analysis. you will then choose a second modern language to complement French: German, Mandarin, Russian or Spanish. In Year 9, able linguists can add Greek to their Latin. In Years 10 and 11 the minimum requirement is to learn one modern language, but there are three additional option blocks which allow pupils to take another modern language and/or one or two classical languages. This brochure aims to give advice on how to make your modern languages options (for advice on classical languages, see members of the Classics Department): there are no *bad* choices, but given that you have to make a choice, it's useful to have information at your fingertips.

	All languages
Employability	You are likely to be competing for jobs in a *global* market: think of your competitors for the best jobs as non-native, fluent speakers of English from across the *globe* who also have a native language: don't assume that by speaking a world language (English) you will have an in-built advantage against them – you won't. If you want to be fluent in another language, you need to start somewhere, and that means making tactical choices now. You will also need to spend good chunks of time abroad (which is fun): you can start that process at school – exchanges, study visits and work experience.
Communication	Studying a modern language means getting to grips with how it is written and how it is spoken: precision and accuracy, pronunciation and intonation, vocabulary and idiom. Learning how to get things right trains the brain – correct meaning matters! – but it is also essential to mastering the art of accurate, persuasive communication on paper, and face-to-face: modern linguists have to be talkers and listeners!
Open-mindedness	Learning a language well should mean you spend time in a country where the language is spoken and where you meet new people. These encounters open our minds; through friendship and shared experience, we learn more about others and ourselves. Sharing a language means we see that there is more that we have in common than there is that divides us: learning a language is an exercise in global citizenship.

	French	**German**	**Mandarin**	**Russian**	**Spanish**
Relevance in numbers	200 million people speak French on five continents; second most widely taught 'additional' language after English.	Most-used native language by Europeans with 120 million speakers in Germany, Austria, Switzerland and Luxembourg.	More people speak Mandarin than any other language with 930 million speakers in China, Singapore and Taiwan.	Native language of 150 million citizens of the Russian Federation and 30 million residents of former states of the USSR.	With 360 million native speakers world-wide is spoken by more people as a first language than English, on two continents.
Relevance in economy	France is the world's 5th largest economy. French is a lingua franca in much of Africa and an official language of the United Nations.	The most powerful trading nation in the European Union, Germany is a huge import and export market for the UK.	The Chinese economy continues to grow at a phenomenal rate and is developing fast as an export market for the EU.	Rich with natural resources and a business climate which is expanding as it modernises, Russia is a critical market for the UK and the EU.	Despite Spain's economic problems, opportunities abound in the emerging economies in South America.
Cultural clout	Literature to rival even English in poetry, drama and the novel; cinema is world class.	The land of poets and philosophers (Dichter und Denker): a big hitter on the cultural stage.	A world civilisation different from but as ancient as the whole of western culture from the Greeks onward.	A culture rich in literature and theatre influencing wider European arts.	A vibrant literary and cinematic culture with both the peninsular and the 'New World' traditions.
Links to other languages	A member of the Romance family of languages with affinities with	The Germanic languages include Dutch, Danish, Norwegian,	Mandarin, one of the world's most ancient languages,	Russian is the gateway to a whole host of Eastern European	A member of the Romance family of languages, it has a grammar and

	Italian and Mandarin, French significantly influenced English from the Norman Conquest onwards.	Swedish and Icelandic, and of course English with which it shares a common ancestor.	influenced Japanese, Korean and Vietnamese. Its writing system is the most significant example of one using characters.	languages whether written in the Cyrillic alphabet or not.	vocabulary recognisable from French and Italian, and Portuguese.
Characteristics and challenges	*All languages present challenges, particularly to the native English-speaker: English has a very wide vocabulary but a very simple grammar system. These notes give an idea of some of the features of each language which you will have mastered if you study it.*				
	Pronunciation critical to understanding; what you hear is different from what you write. Two genders for nouns. Verb system full of irregulars. Accents.	Three genders for nouns. Noun plurals complex. Four cases (nominative, accusative etc.). Word order different from English.	Non-alphabetic writing system (characters), so visual memory very important. Tones convey meaning and are important to being understood.	Three genders for nouns. Six cases. Noun and adjective endings complex. Different alphabet.	Two genders for nouns. Verb system has irregulars. Adjectives take endings (feminine, plural). Pronunciation important for understanding.

You may read about the relative ease of one language versus another one, or the greater attractiveness of one country as a tourist destination than another, but the truth will be that **learning any language will be hard work** if you aim to do it well and that you will travel to captivating places whatever language you learn, but you'll only put your knowledge into action if you meet people you want to talk to who want to talk to you, i.e. through an exchange or visit organised by the school or your family.

What it means to be a linguist

Studying a language other than your own: why bother?

This is a question only native English-speakers can afford to ask as we speak a language which serves as a global second language – there are more citizens of the globe learning English than there are native speakers of any one language. But, putting practical considerations aside (if everyone else in the world speaks English, we don't have much of a competitive edge in a global world market) bi- or tri-lingualism is closer to the human norm than mono-lingualism. But where we don't have the good fortune to be growing up speaking more than one language, it falls to education and our own efforts to plug this gap: being trained as a linguist – just like being a trained scientist or mathematician – helps make us *fully human*. Here are some practical (so skills-based) and some human traits which learning a language will promote:

Being a linguist means …

- **caring about getting things right**: precision and accuracy are the hallmarks of a successful linguist, and hard-wiring those instincts and honing them pays off across the board
- **understanding how language works**, including your own, and works in different ways: as language is the defining characteristic of human beings, getting to grips with how we use it is akin to mastering science to understand the physical universe
- **learning to learn off by heart**: linguists have to learn vocabulary, verbs, plurals, genders and endings off by heart and retain them, so we have to learn how to learn off by heart, and develop our memorising skills and become efficient
- **throwing caution to the wind when we speak**: however good we become as linguists, we will very rarely be *sure* of speaking without making any mistakes; we learn most quickly by making mistakes and so have to try, try and try again, and not be put off from speaking because we are unsure!
- **immerse ourselves in the language**: true fluency only comes when we spend prolonged spells in the country where our modern language is spoken, so we commit ourselves to exchanges and visits and work experience, grasping (and creating where necessary) opportunity to immerse ourselves in the language
- **wanting to communicate**: linguists take an interest in people they may not know because they want to chat and to share ideas and experiences – we are the brokers and fixers, the translators and interpreters, the diplomats and deal-makers

- **breaking codes**: linguists are fascinated by the unfamiliar and apply their knowledge to unfamiliar situations, working out meaning, picking up on nuance and detecting inference
- **being a stylist**: linguists care about the *mot juste*, in their own or another language, developing sensitivity to style, register and pitch of what they read, write or translate

Beyond this, advanced linguists read and study literature and film, dip into history and politics and society, in an attempt to put into context the culture and people whose language they have studied.