

Ofsted
Outstanding
Provider



Moorlands
Learning Trust



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER
PARTICULARS FOR
THE POST OF:**

**FOREIGN LANGUAGE
ASSISTANT
(FRENCH)**

OCTOBER 2023

Ilkley Grammar School
Foreign Languages Assistant (French)
Salary scale point 32, Fixed term October to May
18 hours per week; exact pattern of hours to be agreed
Job Description

Thank you for requesting details for the post of French foreign language assistant. We are looking for a colleague to work closely with MFL colleagues to support our language students at this successful, oversubscribed comprehensive Academy.

The successful applicant will be a native French speaker, with tutoring experience. He/she will also have high expectations and an unwavering commitment to all staff, students and stakeholders. They will be working with a string committed team of experienced language teachers. They will work very closely with Post 16 students in the first instance in half hour to hourly tutorials helping them improve their language acquisition, practice of French in spoken form as well as their listening skills. You also be instrumental in providing students with real life examples of the francophone world, cultural and current affairs. You will generally be working with students who will go on to Oxbridge or Russell Group universities and continue to study languages in tertiary education and as such you will be helping students excel in their language learning to near native ability,

This is an exciting time in the school's development. In July 2022 it was announced that IGS has been selected for the next phase of the national Schools Rebuilding Programme and will receive substantial capital investment to rebuild and /or refurbish parts of the school. This will have a transformative impact on the learning environment at IGS and will substantially reduce our carbon footprint.

We deeply care for our staff as well as our students and take their wellbeing seriously, engaging regularly and meaningfully with all colleagues. We have a strong associate staff team employed across student support and pastoral roles, administration, premises management, IT support, finance, catering and operational management. We are sensitive about the importance of managing staff workload. All staff have access to an Employee Assistance Programme, and we have an embedded schedule of extra-curricular, voluntary 'Wellbeing Wednesday' sessions for staff to access across the school year. The school closes earlier for students on Wednesdays to accommodate these sessions as well as to facilitate whole school and departmental staff development and training.

Despite our considerable success, we are not complacent and the commitment to our Personal Best values and our motto "Growing in Wisdom and Stature" means that we continue to drive school improvement to further raise standards. It is important to us that students are equipped with the confidence, skills and personal qualities to make a positive difference to their own lives and to that of others. We can guarantee high-quality support in the role, committed and effective colleagues, well-motivated and aspirational students, opportunities for partnership working and a very supportive community. In return, we will expect a positive and enthusiastic approach, an unwavering commitment to our Personal Best values and a passion for working with young people to make a positive difference to their lives.

If you are inspired by this opportunity and have the qualities to contribute to our high-quality provision, then we would be delighted to hear from you.

How to Apply

As part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain:

How your skills, qualities and experiences make you a suitable candidate for this post.

The closing date for this post is: **8am Monday 16 October 2023**

Provisional interview is scheduled for the week commencing 16 October 2023

If you do not receive an invite to interview by 20 October we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

Thank you again for your interest in our school.



Carly Purnell
Headteacher

MFL CURRICULUM AREA PROFILE

The Modern Languages team currently consists of 7 full-time members of staff (one of whom is a Deputy Head Teacher and has a reduced timetable in languages and another who is also part of the Associate Leadership team), 1 part-time staff and two foreign language assistants. Our aim is to make language learning a dynamic, interactive and positive experience for all students, whatever their ability. We work extremely hard and set high standards and are fortunate to teach many very able students. Our exam results are year on year higher than the national average, and our students make strong progress. Attainment is also very high. In the last official exam series in 2022, over 98% of Year 11 students achieved Grade 4 or higher in both French and Spanish; 49% achieved a Grade 7 or higher in both languages and 31% achieve a Grade 8/9 in Spanish, with 27% achieving this standard in French. Both subjects had 100% pass rates at A-level in both French and Spanish and attainment at the highest grades A/A* continues to be strong; as a result, several students continue to study languages at university including Oxbridge/Cambridge. There were some exceptional individual performances and a particularly outstanding ALPS score 2 for A2 French and ALPS score 3 for Spanish.

At present, all students in Years 7 & 8 study either Spanish or French, with an option to choose to study the second language in Year 9 as an additional language. Modern Languages are optional but encouraged in Key Stage 4 and around 60% of our present Years 10 and 11 have opted to study a language to GCSE. We have a higher than national number of students also opting to study languages at post-16 and have a long tradition of successful Oxbridge applications by MFL students as cited above. We are, however, committed to bringing out the best in all our students and are not complacent about our considerable successes. There is a strong focus to see things improve even further.

We use the Gianfranco Conti French/Spanish Sentence Builders and listening books as a foundation for our Y7/8 curriculum and 'Studio' for French, 'Viva' for Spanish to underpin our KS4 curriculum. At KS5 we use Oxford University Press AQA approved textbooks plus Kerboodle in Years 12 and 13. We follow the AQA specifications at both GCSE and A Level.

All teachers have their own room on one corridor and the Foreign Language Assistants also have a room to work in which they share. We have all the usual audiovisual equipment: a digital projector in every room, staff each have their own laptop and there is one interactive whiteboard. We are also fortunate to be an iPad school which allows us to access current and relevant foreign languages materials on a day-to-day basis; this is used extensively throughout language learning and we pride ourselves on creating innovative lessons that allow for use of iPads, but also cater for many other learning styles. Students here are polite and very willing to learn; they all wish to achieve their personal best in all that they do, academically and personally. As a department we actively promote a thirst for knowledge and a genuine love of language learning. Language learning is popular and thoroughly enjoyed by students at IGS.

We have a reputation for teamwork, energy and innovation. We plan collaboratively through each key stage and schedules are drawn up by the Curriculum Leader to aid staff in their planning. Due to this proficient teamwork, we are aiming towards more succinct experiences and consistency across the MFL department and ensure that our work balance is fair and reasonable. All of our lessons across KS3 and KS4 are collaboratively planned and

our ethos as a team is to continue to adapt and improve these lessons in order to ensure the learning experience, engagement and enjoyment of our students is current and relevant. The MFL team always go above and beyond their job description to ensure the success of our students is at the core of what we do. Ofsted complimented us not only on the implementation of our curriculum but also our high-quality marking at GCSE and A level, in addition to our very good relationships with students. We run an annual Language Festival as well as two very successful exchanges. Our French Exchange is a record breaking 76 years old and the Spanish Exchange to Madrid is now in its 16th year.

Ana Maria Paley-Hernandez: Curriculum Leader MFL
November 2022

Ilkley Grammar School

MODERN FOREIGN LANGUAGES ASSISTANT

- Salary scale point 32**
- No holidays will be granted during term time except in exceptional circumstances**

The following information is provided to assist applicants to understand and appreciate the work content of their post and the role they are to play in the school organisation. However, the following should be noted:

1. Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings therefore may have been used below, in which case all the usual associated routines are naturally included in the job description.
2. The appointee will work under the direction of and be responsible to the Assistant Headteacher.

PRIME OBJECTIVES OF THE POST:

-  To work closely with and support the MFL Curriculum Area by planning activities, texts, role plays and games using text books, newspaper/magazine articles, photos, pictures, maps, CDs, videos, DVD's or any other media to enable students to practice their French and Spanish.
-  Plan and conduct tutorials with students.
-  Develop authentic resources to support classes.
-  To keep appropriate records of students' performance and provide detailed and appropriate feedback to Post 16 students.
-  Gain knowledge of the A level specification in respect of the speaking element as well as the Independent Research Project (IRP)
-  Guide Post 16 students through their speaking elements of the A-level.

SUPERVISION AND GUIDANCE:

Responsible to the Curriculum Leader: MFL and Associate Assistant Headteacher

RANGE OF DECISION MAKING:

Exercise own judgement and exercise initiative. Seek advice where appropriate

Responsibilities

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos/work/aims of the school

- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required, for example Fire Marshall
- To support, uphold and contribute to the development of the Academy's Equality policies and practices in respect of both employment issues and the delivery of services to the community.

General Accountabilities

- Demonstrate and reinforce the 6 IGS Personal Best values of **Pride, Respect, Courage, Responsibility, Kindness, and Resilience.**
- Be aware of the school's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times;
- establish and maintain positive, constructive and professional working relationships with staff, visitors, students, parents and other professionals of the school;
- be aware of and comply with the code of conduct, regulations and policies of the school;
- develop self within the post, undertaking training/appraisal as appropriate to ensure that relevant knowledge and skills are updated in order to support school development.

VARIATION IN ROLE

Given the dynamic nature of the role and structure of Ilkley Grammar School as an Academy, it must be accepted that, as the Academy's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

Recruitment and Selection Policy Statement

The Academy's Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

As with most associate staff roles, this post is subject to the satisfactory completion of a six-month probationary period.

PERSONNEL SPECIFICATION
MFL Foreign Languages Assistant

Qualifications	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Native speaker of French/Spanish	E	Application form and selection process
<input type="checkbox"/> Qualification for teaching the subject (normally a good degree in the subject or in a related area) or native speaker status	D	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Understanding and use of good teaching practices	E	Application form and selection process
<input type="checkbox"/> Proven ability to use ICT in the organisation and management of their role	E	
<input type="checkbox"/> Previous teaching experience <input type="checkbox"/> Experience of working with school -age children	D	
<input type="checkbox"/> Experience of managing own workload to meet conflicting demands and deadlines to ensure completion of tasks	E	
<input type="checkbox"/> Presenting yourself effectively	E	
Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Willingness to participate in CPD	E	Application and selection process
<input type="checkbox"/> Evidence of relevant CPD	D	
Skills	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Microsoft Office (Word, Excel, Outlook, Internet Explorer etc)	E	
<input type="checkbox"/> Able to understand and carry out instructions	E	
<input type="checkbox"/> Able to think logically and calmly when under pressure	E	
<input type="checkbox"/> Able to keep accurate & appropriate records	E	
<input type="checkbox"/> Able to use initiative within school policies and practices	E	
<input type="checkbox"/> High standard of written and spoken English (and French or Spanish)	E	
<input type="checkbox"/> Teamwork and collaboration	E	
<input type="checkbox"/> Able to take initiative and to work independently	E	
<input type="checkbox"/> Good interpersonal skills and confident communicator	E	
<input type="checkbox"/> Good problem solver	E	
<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and behaviour	E	
Professional Qualities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Abide by the school's policies	E	Application form and selection process
<input type="checkbox"/> 'Can do' attitude	E	
<input type="checkbox"/> Team work/collaboration	E	
<input type="checkbox"/> Emotional intelligence	E	
<input type="checkbox"/> Professional appearance	E	

