HIGHSTED GRAMMAR SCHOOL

Highsted Road, Sittingbourne, Kent ME10 4PT
Headteacher: Anne Kelly BA MBA
Telephone: 01795 424223
www.highsted.kent.sch.uk
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Subject Leader
(Modern Foreign Languages)
(M/UPR + TLR 2c)

Required from January an inspiring and dynamic Modern Foreign Languages teacher to lead our forward-thinking department. The successful candidate will be required to teach German or French to A-level with the ability to teach the second language and will play a key role in the development of Modern Foreign Languages at this outstanding girls' grammar school. A contribution to the school's extensive enrichment programme would be required.

Applications are invited from creative and ambitious professionals with leadership potential who can make a substantial impact on our continuous improvement.

Please contact Linda Sayers at the school or visit the website to download further information and an application form: www.highsted.kent.sch.uk
(Closing date noon 18 December 2019)

Highsted Grammar School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. This post is subject to an enhanced DBS check.

Highsted Grammar School is an Equal Opportunities Employer.

Healthy Schools

NPQH Leadership Development School
National College for School Leadership

Ofsted Outstanding 2008 2009

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GENERAL INFORMATION

Summer 2019 school performance:
GCSE results achieved by pupils at the end of key stage four

	2019	*2018*
Percentage A*/A grades / 7 and above	41.5%	52.8%
Percentage of pupils gaining 9 - 4 grades, in English and maths	97.0%	98.4%
Percentage of pupils gaining at least two 9 - 4 grades, science	98.2%	97.6%
Percentage of pupils gaining at least one 9 - 4 grade, MFL	60.4%	86.2%
Percentage of pupils achieving history or geography 9 – 4	96.0%	96.0%
Percentage of pupils achieving English Baccalaureate*	60.0%	84.0%

* **English Baccalaureate** consists of 9 - 4 grades at full GCSE in English, mathematics, two science subjects, a foreign language and history or geography.

A-level results achieved by students at the end of Year 13

	2019	*2018*
Percentage pass rate	**99%**	98.3%
Percentage A*-B grades	**60%**	64.6%

'Highsted Grammar School is an outstanding school. It knows its strengths and areas requiring improvement very well.'

'The school is ambitious for its students and is very effectively focusing the staff team and the girls themselves on raising their expectations and achievements.'

'The school effectively enables girls to make excellent progress. They achieve the highest academic standards.'

'The curriculum gives girls an outstanding range of experiences and there is excellent involvement in extra-curricular activities.'

'There is a strong mutual respect between staff and girls. Initiative is encouraged and girls say that they get on very well together, help one another and enjoy school.'

(Ofsted Inspection report 2009)

Highsted Grammar School is a small girls' grammar school (around 854 on roll, including 179 in Sixth Form) situated in the North Kent town of Sittingbourne. As an outstanding school, we were one of the first to convert to academy status in the autumn term 2010.

Excellent road and rail connections give easy access to London, Canterbury, Ashford and the Continent. Sailing and swimming facilities in the area are good and there are plenty of community activities (for example, orchestral, choral, theatrical clubs, etc.) available. Theatres in Canterbury and Maidstone, as well as those in London, provide entertainment. A well-equipped sports complex in the town has excellent facilities both for the serious sportsman and woman and for family recreational use. House prices are relatively low for the South East and opportunities for further professional development are excellent.

The school itself is a high-performing girls' school, where pastoral care and enrichment feature as highly as academic success. Having featured three times in Her Majesty's Chief Inspector's list of outstanding schools, we

are proud to play a leading role in the education of young people in our area. The pupils are exceptional in every way – they are enthusiastic, personable, caring, and show considerable initiative – and we enjoy the strong support of parents. Likewise, the staff team – teaching, support and administrative – is talented, dedicated, hard-working and committed to the continuing success of the school. The governing body represents a group of capable, multi-skilled individuals, wholly supportive of the work we do.

The main block of the school was opened in 1958 when the school moved from older premises and since then other buildings have been added, including a technology block, new laboratories and additional classrooms. Development of the site continues with an imaginative, multi-purpose teaching area – the Hi-pod; new PE and dance studio, language laboratory and media studies/photography suite.

The Learning Resource Centre was created out of the old school library and boasts a light, comfortable and airy environment with good book stock, excellent ICT facilities and a pleasant reading area. It is very popular with students and well used by all age groups. Books, newspapers and specialist magazines are catalogued alongside other media and loans are monitored through an electronic library management system. Much of the day-to-day running of the Centre is undertaken by a group of library prefects, trained and overseen by the Centre Manager.

Highsted is a school of opportunity for staff as well as pupils, winning the School Achievement Award in two out of the three years that the scheme ran. We contribute extensively to initial teacher training, with many PGCE and GTP trainees successfully completing their programme in the school each year and in recent years, no less than six members of the leadership team have been promoted to headship posts.

Pupils are granted places at the school on the basis of success in the Kent selection tests or the Highsted Test, broadly speaking they represent the top 25% of the ability range. The economic and social characteristics of the locality are not the most affluent in Kent, so opportunities for value-added are high and the school is able to make a real impact within the community. At Sixth Form level we work in partnership with two other local schools, Borden Grammar (boys) and Fulston Manor (mixed). Through this arrangement, we focus mainly on A-level provision and are able to offer more than 34 different courses, including several applied A-level options. Recently, Highsted was placed 92nd in the top 100 secondary schools (The Telegraph) based on our 2015 A-level results.

The school, sponsored by Microsoft, received specialist school status through science and we have implemented major changes to the ICT infrastructure to make full use of these connections. Across the school we regard this not only as a strategy to develop science further and promote the role of women in this area, but also as the opportunity to enhance provision across the whole curriculum.

Music and drama within the school are exceptional, with high quality productions taking place every term. There is a strong choral tradition and the school's Special Choir has recorded a CD of its Christmas repertoire. Sporting activity also features highly in the work that we do, and the pupils enjoy both local and national recognition in areas as diverse as cricket, judo and life-saving. Other extra-curricular activities are wide-ranging and responsive to student need. A very strong School Council has been an established part of Highsted for more than 50 years.

The school has enjoyed a long-standing partnership with Gymnasium Fridericianum, Erlangen in Bavaria and this has led to regular exchange visits for more than 25 years. From our advantageous geographical position, we are also able to undertake day trips to Europe and each year there are study visits to France, Belgium and Italy, organised by different subject areas. For the first time in 2005, a group of Year 12 students spent three weeks in quality work experience placements in Brussels and this has now become a regular part of the summer term enrichment programme, supported by substantial grants from the EU. In 2008, the school established a new partnership with the Lycée Prieur in Auxonne, Burgundy. Last year more than 35 students from Years 9, 10 and 12 participated in our European programmes.

From this brief description, potential candidates will realise that this grammar school offers far more than a purely academic focus. This does not come about by accident. It is entirely dependent on the determination and commitment of the whole school community, alongside effective delegation of tasks. If you have the potential to contribute to an exceptional school and would like to be part of a friendly, winning team, we would love to hear from you!

This post would suit a creative and ambitious professional who can work well as part of a team, is keen to contribute ideas and take on new initiatives and has high expectations of the students. It provides an opportunity to work with able and well-motivated students within a successful department and with friendly colleagues. Flexibility and a personal desire to broaden professional experience would be an advantage.

Anne Kelly (January 2018)

The MFL Department

We are looking for a dynamic, innovative and hard-working individual to contribute to a committed and friendly MFL department that genuinely operates as a team. Members of the department are encouraged to develop and share new resources within the department and new ideas are valued. This is a time of exciting change as we are now in our fourth year of teaching new specifications at both GCSE and A level, so your contribution will be vital in embedding new styles of teaching and preparing students for a very different sort of examination.

The department is working hard to improve outcomes for students in their MFL subjects whilst also enriching the wider education and development of the whole child and offering opportunities for students from Swale to cultivate an awareness and understanding of different cultures. We currently teach the AQA GCSE and A level Edexcel specifications in both French and German. The department is well resourced, operates in a collegiate spirit of sharing our best practice, and there is a tradition of inspiring and encouraging one another to develop new and exciting ways of teaching languages.

Students learn both French and German in Years 7, 8 and 9. All students are expected to study one language to GCSE, and a small number of students in both Year 10 and 11 continue with both. Numbers at Key Stage 5 are currently low, but students' motivation and interest, as recognised by a recent external visitor to the department, is high. The school has a long-standing and hugely successful partnership with a school in Erlangen in Germany and the successful candidate will be expected to contribute to this exchange programme.

We are committed to contributing to the continuous improvement of teaching and learning and to raising outcomes for students. We are looking forward to appointing an outstanding colleague, who will contribute to curriculum developments in MFL, inspire and enthuse students to improve uptake, especially at Key Stage 5, and contribute to the progress of students in MFL with energy, passion and skill.

March 2017

Letters of application should be no more than two sides of A4:

- Setting out your vision for an aspirational Modern Foreign Languages department
- How your skills and experience to date will contribute to raising standards at both GCSE and A-level

HIGHSTED GRAMMAR SCHOOL: JOB PROFILE
RESPONSIBILITIES FOR LEADING PROFESSIONAL

Name: Management Role: Subject Leader – TLR 2c Major Department: MFL

ACTIVITY	RESPONSIBILITIES	NOTES
LINE MANAGEMENT	• Responsible to: Assistant Headteacher • Responsible to: Head of House (form tutor role). • Responsible for: Subject staff.	
CURRICULUM	• Undertake responsibility for preparing, reviewing and keeping up to date schemes of work for all classes and years in subject area. • Ensure that work set for pupils, including homework, cover-work, SEND and G&T, is challenging and that it stretches them. • Ensure that clear policies and practices are in place for assessing, recording and reporting on pupil achievement, and use this information to recognise pupil achievement and to assist pupils in setting targets for further improvement. • Assess and review course content and teaching methods, and modify where necessary. • Produce a subject development plan with the involvement of relevant staff, for inclusion in the school improvement plan. • Ensure that the entries, moderating procedures, coursework submissions, attainment targets and records of achievement are completed for all external examinations and statutory assessments at the correct times and maintain records of results. • Ensure that the papers are set, reproduced, marked and moderated correctly for internal subject examinations or assessments. • Link with other departments to promote and enhance the development of languages in this outstanding school. • Organise and contribute to extra-curricular activities to further the aims of the subject and the school.	
PUPILS	• Accept responsibility for the work and behaviour of pupils within the subject area; operate a clearly understood system of rewards and sanctions. • Undertake pupil supervisory duties and cover for absent colleagues in line with school procedures. • Monitor pupils' progress and supervise the setting and marking of work, reporting and the allocation of grades within the framework of whole school policies and national requirements. • Advise pupils on subject choices and career opportunities. • Make every reasonable effort to ensure delivery of the school's Home School Agreement. • Undertake form tutor responsibilities as set out in the Staff Handbook.	
MONITORING	• Monitor standards of work to include: – regular monitoring of the assessment of pupils and moderation of assessments to maintain consistency; – monitoring achievement and progress of individual pupils and classes, linked to target setting; – ensuring that information about pupils' achievements in previous classes and schools is used effectively to secure continuity and progression in the subject. • Monitor the quality of teaching by using agreed criteria as part of the whole school SSR process. • Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement. • Analyse and use national, local and school data to inform expectations, targets and teaching methods. • Evaluate the setting of expectations and targets for staff and pupils relating to pupil achievement and the quality of teaching.	

COMMUNICATION	• Initiate and lead departmental discussion on school subject matters, chairing regular meetings each term and forwarding notes to SLG. • Maintain an up-to-date subject handbook for professional colleagues which reflects school policies and interprets best practice within the subject; • Attend Academic Board and lead or contribute significantly to one of the school's active learning groups; feeding back to colleagues in subsequent meetings. • Contribute fully to Student Review discussions, feeding back details to department team. • Share good practice within and across subject areas. • Ensure that form tutors, Heads of House and Assistant Headteachers are informed of pupils' progress as necessary.	
EXTERNAL COMMUNICATION	• Provide parents with information about curriculum, attainment, progress and targets. • Meet with parents as necessary to discuss issues arising from such information. • Develop and promote work with community groups in relation to advancing the school's status as a grammar school academy.	
STAFFING	• Devise, through consultation, a suitable responsibility structure within the subject area and delegate tasks accordingly. Maintain accountability and monitor effectiveness of such delegation. • Ensure that appropriate work is set for supervised classes when subject staff are absent. • Monitor teaching and staff development: – contribute to the school's SSR process by leading quality assurance processes across the department in keeping with whole school expectations; – guide and advise individual teachers; – meet with teachers to discuss their professional development and in service training needs; – report on the work and progress of teachers as required by the Headteacher; – observe colleagues at work and encourage the evaluation and sharing of good practice; – carry out the performance management arrangements. • Participate in school-based teacher training programmes and ensure that trainee and newly qualified teachers are appropriately monitored, supported and assessed in relation to standards for the award of QTS, Career Entry Profile and standards for induction. • Ensure that staff are familiar with the procedures in the department and school, and carry out their duties in line with agreed policies. • Work with SEND co-ordinator to ensure that IEPs are used to set subject specific targets and match work well to pupils' needs.	
BUDGETS/ RESOURCES	• Manage any delegated budgets, to include: – establishing staff and resource needs to fulfil subject aims and advise SLG of likely priorities for expenditure; – maintain oversight of departmental resources and be responsible for the security and storage of equipment; – taking responsibility for maintenance of departmental areas and effective use of displays. • Ensure that all published safety procedures appropriate to the subject area are adhered to.	
OTHER SPECIFIED RESPONSIBILITIES	• Participate in activities which promote the whole school ethos. • Take a lead role in activities which support the school's ethos for language development across the school. • Devise and promote new initiatives as leader of the department team, in particular, to ensure sound recruitment for post-16 and support the development of the languages across the whole school. • Contribute to the school's European exchange programme. • Contribute to the school's primary outreach programme to promote and strengthen language development in the locality.	

NOTE: This job profile is based on Professional standards for Teachers – England (published by TDA) and is subject to the Conditions of Employment contained within the Highsted Academy Trust contract, as issued. It is reviewed regularly and aspects may be amended in negotiation with the Headteacher.

Signed …… Date……

Person Specification

Subject Leader: Modern Foreign Languages

	Essential	Desirable
Experience	Qualified teacher, graduate with an ability to teach main language (from French, German or Spanish) up to GCSE or A-level.	Ability to offer an additional modern language to GCSE.
	The experience of working with two languages (French and German or Spanish).	
	Successful contribution to language initiatives/developments in school.	Experience of involvement in whole school planning.
	Evidence of taking responsibility for own professional development.	Contribution to professional development of others.
	Evidence of outstanding teaching, leading to consistently high standards of achievement.	Successful experience in raising student achievement and adding value.
	Willingness to lead the school's broad extra-curricular programme for languages, in particular, the school's European enrichment programme.	Experience of establishing European/international links.
	Knowledge of current developments in teaching and learning.	
	Evidence of working successfully with other professionals as part of a team.	Application of good practice to/from other subjects and areas.
Personal Qualities	Enjoy working with young people.	
	Demonstrate energy, vigour and perseverance and promote an 'I can' philosophy.	
	Ability to prioritise, plan and organise own work and that of others.	
	Evidence of both supporting and challenging colleagues.	
	Ability to delegate appropriately.	
	Ability to enthuse and motivate others.	
	Sense of humour.	
	Ability to work under pressure and meet deadlines.	Acknowledge/utilise the experience, expertise and contribution of others.
	Consistently high expectations of themselves and others.	
	Self-motivated and self-confident.	
	Personal impact and presence with staff, students and parents.	Implementation of creative and innovative teaching developments.
Skills	Broad and imaginative range of teaching skills.	
	High-level communication and presentation skills.	
	Think creatively and imaginatively to solve problems.	Ability to anticipate problems and identify opportunities.
	Ability to negotiate and consult effectively; knowing when to seek advice and support.	
	Tenacity in 'difficult conversations' in holding colleagues to account for the highest standards for students.	
	Ability to use ICT effectively to support teaching and learning.	
	Ability to identify and develop opportunities.	Evidence of entrepreneurial approaches to problems.
	Make informed use of data to raise achievement.	