

BRENTSIDE HIGH SCHOOL

LEARNING AND ACHIEVING TOGETHER



**Subject Leader Modern Foreign Languages
Recruitment Pack**



Message from the Headteacher

Dear Prospective Candidate,

I am delighted that you have shown an interest in the post of Subject Leader for Modern Foreign Languages at Brentside High School and I hope that the information in this pack will encourage you to apply for the position. We seek to appoint a Subject Leader for Modern Foreign Languages who will contribute strongly to the provision for our young people; this is an exciting and rewarding opportunity for the successful applicant.

Our school's journey has been one of sustained improvement over time, developing from an undersubscribed school, with below average achievement, housed in poor quality buildings, to the strong school we see today; oversubscribed, with achievement significantly above that of students nationally and now housed in our impressive main school building with an additional, same-site building added in recent years to meet the demand for places.

I believe that our school is unique and that our diversity of experience, belief and culture enriches our classrooms, which are vibrant and responsive. We know that as a school we change lives, and our staff body is committed to taking every opportunity to do so. We work hard to remove students' barriers to learning and benefit from a wide range of partnerships beyond the school. Our support for students goes beyond the academic, but is also reflected in our students' successes. For the last 10 years, our students' achievement at Year 11 has been significantly above that of students nationally. In addition, for very many years, all of our Year 11 students have completed Key Stage Four with a suite of qualifications, reflecting our inclusive ethos and practice. Our A Level results are usually within the top 10% nationally, though we are particularly proud of two recent years (pre Covid-19) which saw results in the top 2% according to DfE data. We are a high achieving school, and we work hard to ensure this.

We believe that our students have the right to a rich, broad and balanced curriculum. 75%-95% of our students study an EBacc curriculum at Key Stage Four. All students also select an art (visual or performance) at GCSE. This reflects the high value we place on the arts and on other high-quality qualifications such as humanities and modern foreign languages. Almost all students study French or Spanish at Key Stage Three and most study one of these at Key Stage Four. We offer both Spanish and French at A level. In addition, students are able to complete GCSE, AS and A Level in a range of heritage languages.

The successful candidate can be assured of significant support from the team and the wider staff body. We have a stable, experienced and skilled staff team.

If you would like to speak with a member of our staff team or to visit the school prior to application, please contact Tara Roach, on t.roach@brentsidehigh.ealing.sch.uk. Completed applications should be received by 12:00 noon Wednesday, 7 December 2022.

Yours faithfully

Charlotte Hames
Headteacher



Our school

OUR MISSION

Brentside High School challenges all to achieve excellence as lifelong learners with the highest expectations of themselves and others. No exceptions, no excuses.

“Brentside High School lives up to its vision of high expectations for all with ‘no exceptions no excuses.’ Equality of opportunity sits at the heart of that ambition and is demonstrated through progress made by all groups of students.”
(Ofsted February 2020)

The school and its community

Brentside High School is a large 11-19 mixed comprehensive school serving a culturally and socially diverse community in Ealing. The school is popular and oversubscribed and successfully serves the needs of our local community. Our students are complimentary about the school and also very proud to be part of our learning community. There are currently just over 1600 students and 160 staff.

Our student population is very diverse and representative of the local community. There is no majority ethnic group and between us we speak 67 languages. The diversity of our students is a real strength of the school. The student population is fully comprehensive and nearly 40% of students qualify for pupil premium funding.

Brentside is currently rated by Ofsted as a ‘Good’ school. We engage in a range of partnerships including supporting other schools. Being outward looking is important to us, as we firmly believe

that by working in collaboration with other schools and institutions, the experience that we offer to our students is greatly enhanced. On entry into Year 7 the ability profile of most cohorts is in line with national norms. However, the progress made by our students at both Key Stage 4 and Key Stage 5 is significantly above average. This occurs because of the positive ‘attitude to learning’ displayed by our students and our staff.

LEARNING AND ACHIEVING TOGETHER

Our school motto ‘Learning and Achieving Together’ underpins everything we do in school from ensuring that all our students are encouraged to achieve their full potential, in and out of the classroom, to the continuing professional development of our highly qualified staff.

Our students are very proud of their school and really are happy, positive and friendly young people that we are proud to serve. We instil into them the realisation that the route to a happy, fulfilling and successful life is through high quality education.



Curriculum

All learners have access to a broad and balanced curriculum, rich in depth and supportive of individual students' needs and aspirations. We believe in social equality and see a breadth of knowledge and skills as key to enabling our students to be confident, informed and capable.

We are ambitious for our students and believe that all should have access to high quality qualifications and to creativity; we pride ourselves on the breadth of our arts provision and also on our EBacc curriculum, enabling all students to study a broad, quality curriculum throughout Key Stage 3 and Key Stage 4, before specialising at Key Stage 5.

Between 75% and 95% of our students study the full EBacc curriculum, with between 5% and 25% of our students studying additional literacy and numeracy or specific subject development lessons.

Sixth form

The school has an active and vibrant Sixth Form offering a wide range of courses to students between the ages of 16 and 19.

The majority of students work towards level 3 (Advanced level) qualifications which will allow them to progress to university. These are A level, CTEC or BTEC certificates and diplomas. In addition, level 3 students study citizenship, PSHE and PE as part of their enrichment curriculum and can study for the extended project qualification (EPQ) as an additional AS qualification.

A Welcome from the Modern Foreign Languages Team



We are very proud of our vibrant Modern Foreign Languages department. Visitors to the school always comment on the impressive use of target language in our lessons.

Our department consists of seven experienced native speakers: the head of MFL, a lead practitioner, a TLR post holder for French, a TLR post holder for Spanish, one M3 teacher, one M4 teacher. Most staff are qualified to teach French and Spanish to GCSE level.

We work well as a team and are very supportive of one another and work together to develop our pedagogy and practice. We all have our own classrooms on one corridor with a team office and break out room.

The Head of MFL moved in September. We were sorry to see her go, but look forward to welcoming our new team leader. The successful candidate will be well supported by our experienced and talented team.



Safeguarding Statement

Principle

Brentside High School recognises that the welfare of the child is paramount and takes seriously its responsibility to safeguard and promote the welfare of the students in its care. The school believes that all children and young people have the right to grow up in a safe and caring environment, which includes the right to protection from all types of abuse.

The students in our care have the right to expect adults in positions of responsibility to do everything possible to foster these rights. They have the right to be safeguarded from harm or exploitation whatever their:

- race, religion, first language or ethnicity
- gender or sexuality
- age
- health or disability
- political or immigration status

Governors and staff in this school understand the importance of working in partnership with children, their parents/carers and other agencies in order to promote children's welfare.

Purpose

The purpose of the policies which are linked to this statement is to:

- afford protection for the students at Brentside
- enable staff and volunteers to safeguard and promote the welfare of children
- promote a culture which makes this school a safer place to learn

Scope

All policies apply to the Headteacher, all staff (including supply and peripatetic staff), volunteers, governors or anyone working on behalf of Brentside High School

We will endeavour to safeguard children and young people by:

- valuing them, listening to and respecting them
- involving them in decisions which affect them
- making sure all staff and volunteers are aware of and committed to the safeguarding policy and child protection procedures
- sharing information about concerns with agencies who need to know, and involving children and their parents/carers appropriately
- recruiting staff and volunteers safely, ensuring all necessary checks are made
- adopting a code of conduct for all staff and volunteers
- providing effective management through induction, support and training
- ensuring staff and volunteers understand about 'whistle blowing'
- dealing appropriately with allegations/concerns about staff or volunteers, in accordance with Government guidance



BRENTSIDE HIGH SCHOOL

LEARNING AND ACHIEVING TOGETHER

Subject Leader Modern Foreign Languages (French and Spanish) Inner London Payscale plus TLR1E

We are a popular and oversubscribed 11-19 mixed, multi-ethnic comprehensive school of 1600 students. We require, an outstanding Subject Leader of Modern Foreign Languages (French and Spanish) to join our diverse and harmonious learning community. The start date will be agreed with the successful candidate.

This is an exciting opportunity for an existing or aspiring Subject Leader of Modern Foreign Languages to lead and develop both students and staff to achieve their full potential. The successful candidate will lead our hard-working, ambitious and enthusiastic team of Modern Foreign Language staff to make a real impact, supporting students at all key stages to enable them to achieve outstanding outcomes. Brentside highly value the role of Modern Foreign Languages in students' success and most students take French or Spanish at GCSE level.

Our students make excellent progress supported by teaching, learning and assessment of the highest standard. Students 'are extremely complimentary about their school and the staff who work with them. They want to do well, regularly attend and work hard.' (Ofsted)

We are actively committed to partnership work within London and further afield and work with a number of schools and organisations each year supporting the development of strong practice. We offer a supportive and vibrant learning community, outstanding CPD and the opportunity for collaborative working.

Ofsted recognised that 'there is high-quality support available for those new in post' enabling staff to 'quickly integrate into the school' and acknowledged our 'supportive ethos where staff can share best practice and continue to develop new skills'. Staff also enjoy outstanding facilities including high quality ICT provision and access to a fitness suite.

If you believe you have the passion, determination and high expectations to contribute to our vibrant and cohesive community, we look forward to hearing from you.

The school is committed to safeguarding children and the successful applicant will be required to apply for an enhanced disclosure from the DBS. Further information can be found at <http://www.homeoffice.gov.uk/agencies-public-bodies/dbs>

Please visit www.brentsidehigh.ealing.sch.uk for more details of this post or contact the school to request an information pack.

Closing date for applications: 12:00 noon Wednesday, 7 December 2022



BRENTSIDE HIGH SCHOOL

LEARNING AND ACHIEVING TOGETHER

JOB DESCRIPTION

Job Title: Subject Leader Modern Foreign Languages

Responsible to: Senior Leadership Team

Aims of the Post:

To lead a team of staff in pursuit of the highest quality of teaching and learning, to ensure the best possible outcomes for all students.

To provide the highest quality of education, care and preparation for life for all students in accordance with the Teacher Standards 2012.

Duties & Responsibilities:

This job description describes in general terms the normal duties which the post-holder will be expected to undertake. However, the duties listed below are in no order of priority and are not exhaustive. The job description or the duties therein may vary or be amended from time to time without changing either the level of responsibility or the financial remuneration associated with this post.

Main Responsibilities as a Subject Leader

- To be accountable for students' attainment, progress and outcomes within the department
- To lead and manage a team which raises achievement and supports the wellbeing of all students and develop policies and practices which follow and contribute to those of the school
- To lead the development, planning and teaching of the Spanish and French curriculum
- To be responsible for the production of schemes of work and department improvement plans which take account of the varying learning needs of students across the age and ability range
- To develop and monitor staff in the implementation of effective teaching and learning in ensuring that national requirements are met and all students are suitably challenged
- To contribute to whole school planning, review, monitoring and evaluation and complete a subject self-evaluation in line with the whole school QA system
- To keep abreast of national developments in education and pedagogy and in the teaching of Spanish and French in particular
- To be responsible for setting, maintaining and rewarding high standards of work and behaviour amongst students in the department
- To be responsible for assessing and recording students' progress in Spanish and French in line with the School's Assessment Policy
- To promote and support departmental extra-curricular and enrichment activities
- To ensure effective communication with staff, parents/carers and students

- To represent the department in the wider school community and liaise with the rest of the school, governors, partner schools, the Local Authority, further and higher education, industry, outside agencies, examination boards etc
- To ensure that the learning environment is stimulating and that resources are maintained in good order and allocated appropriately
- To play a full part in the life of the school community, to support its distinctive aims, culture and ethos to encourage staff and students to maintain positive attitudes towards the subject
- To demonstrate a commitment to equal opportunities and inclusion inside and outside of the classroom
- To be able to teach Spanish and French from to GCSE level
- To organise study visits to Spain and France to enrich the curriculum
- To lead on the promotion and organisation of Heritage language examinations
- To model good practice in teaching and learning, and demonstrate a commitment to seek to continually improve practice
- To ensure the preparation and delivery of SMSC elements in all lessons across the curriculum
- To lead a team of staff in demonstrating and promoting high standards of literacy
- To ensure that all students in the department receive regular and effective feedback in order to ensure progress
- To ensure that school policies are followed by all members of the department
- To undertake the above responsibilities in addition to those held by a subject teacher at the school
- To undertake any other duty as specified by the Schoolteachers' Pay and Conditions Document not mentioned above
- To be a Form Tutor

Finance

- To deploy resources to the maximum benefit of the students
- To ensure that equipment, books and premises are maintained in accordance with school policies

General Duties

- To adhere to the policies and procedures of Brentside High School
- To carry out 'the duties of a schoolteacher' as set out in the Schoolteachers' Pay and Conditions Document & Teacher Standards
- To share in the corporate responsibility for the development and well-being of all students
- To make a positive contribution to the wider life and ethos of the school
- To demonstrate consistently the positive attitudes, values and behaviour which are expected within the school community based on mutual respect between students and staff
- To take a pro-active part in the school's performance management system with the ultimate aim of improving standards of teaching and learning in the school

Ethos

Promoting the ethos of the school, as expressed in the mission and vision statements, is a shared responsibility to which teaching staff make a significant contribution

PERSON SPECIFICATION

Essential Criteria, Qualifications and Training

- A degree and/or recent professional development in a relevant subject
- Qualified Teacher Status
- At least three years' successful teaching experience
- Evidence of continuing professional development
- Evidence of good teaching or better at interview

Knowledge, Experience and Approach

As the Subject Leader of Modern Foreign Languages, candidates should demonstrate:

- Knowledge and or experience of how to lead, manage and support colleagues to improve standards of teaching and learning
- An ability to differentiate effectively and provide an appropriate challenge for all students
- A good understanding of the principles of Assessment for Learning and an ability to use assessment to inform planning for good teaching and learning
- An ability to use data to set challenging targets and inform planning and intervention strategies to raise achievement
- Excellent subject knowledge and an awareness of recent developments in the teaching of Spanish and French
- An approach which encourages the development of personal learning and thinking skills across the age and ability range
- An ability to use ICT effectively to engage students
- Commitment to inclusion and achieving high standards for all students
- Support for the school in its commitment to safeguarding and promoting the welfare of children and young people
- A sense of resilience, good humour and a willingness to learn

Teachers Standards (2012)

TS1 Set high expectations which inspire, motivate and challenge students.
Establish a safe and stimulating environment for students, rooted in mutual respect.
Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.
TS2 Promote good progress and outcomes by students
Be accountable for students' attainment, progress and outcomes
Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
Guide students to reflect on the progress they have made and their emerging needs.
Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
Encourages students to take a responsible and conscientious attitude to their own work and study.
TS3 Demonstrate good subject and curriculum knowledge
Have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the values of scholarship
Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
TS4 Plan and teach well structured lessons
Impart knowledge and develop understanding through effective use of lesson time.
Promote a love of learning and children's intellectual curiosity.
Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
Reflect systematically on the effectiveness of lessons and approaches to teaching.
Contribute to the design and provision of an engaging curriculum within the relevant subject areas.
TS5 Adapt teaching to respond to the strengths and needs of all students.
Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.
Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
TS6 Make accurate and productive use of assessment.
Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
Make use of formative and summative assessment to secure students' progress
Use relevant data to monitor progress, set targets, and plan subsequent lessons.
Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.
TS7 Manage behaviour effectively to ensure a good and safe learning environment.
Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
Have high expectations of behaviour, and establish a frame work for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
TS8 Fulfil wider professional responsibilities
Make a positive contribution to the wider life and ethos of the school.
Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
Deploy staff effectively
Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
Communicate effectively with parents with regard to students' achievements and well being.



Contact details

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Hanwell, London W7 1JJ

Telephone
020 8575 9162

E-mail
info@brentsidehigh.ealing.sch.uk

Website
www.brentsidehigh.ealing.sch.uk

How to find us

Public transport

The school is served by various bus routes as follows:

E1, E3 and E11 buses stop close to the entrance on Greenford Avenue

E2, E9, E7, E10, buses stop on Ruislip Road East. The main entrance to the school is close by.

Tube stations

Ealing Broadway (Central and District Line). Take E1, E2 (destination Greenford Broadway) E9 (destination Barnhill Estate) or E10 (destination Northolt) from Haven Green (directly opposite the station). Alight at Brentside High School on Ruislip Road East.

Greenford (Central Line). Take the E6 bus from the stop opposite the station and alight at Greenford Road, near Greenford Broadway. Buses travelling from Greenford Broadway in the direction of Ealing stop outside the school. (E1, E3, E2, E9, E7, E10). Mini cab service available at Greenford Tube station.

Main line

Hanwell railway station (GWR mainline) is a short bus ride away (E3)

Parking

60 parking spaces available on site for staff.

Please contact Tara Roach if you require on-site parking for the day of the interview.

