



Wilmington Grammar School for Girls,  
Wilmington, Kent.  
DA2 7BB

## Head of MFL Department

**Salary: MPS/UPS and TLR 1c (including Fringe allowance)**

**Start Date: September 2024**

## Job Applicant Pack



## The Post

Following the successful promotion of the current post holder to Assistant Head Teacher, we are seeking an outstanding teacher and leader of modern foreign languages to become Head of department. The successful candidate must be able to deliver Spanish, French and/or Italian to at least GCSE level and ideally with experience of delivering one or more at A level.

Languages are an integral part of the core curriculum at Wilmington Grammar School for Girls. Our MFL Department places a strong emphasis on authentic and confident communication in the target language by building a broad and secure knowledge of linguistic structures as part of our carefully designed curriculum. Consequently, the department has been praised for our 'ambitious plans with clearly defined learning goals' (Ofsted 2021).

Students follow an intensive course with Mandarin or French in year 7, before starting Spanish or Italian in year 8. All students continue with one language at GCSE, with an increasing number of students opting to take two languages. Our recruitment at A level has developed considerably in the past few years and we now have French and Spanish with Mandarin from September.

The ideal candidate will be passionate about teaching our students the skills they need to both maximise exam success and to develop the linguistic competencies needed to compete in an increasingly globalised world. We are looking for someone whose inspiring teaching can spark students' passion for languages and the culture of the countries in which they are spoken and help students to lead successful future lives. Experience of taking a lead on areas of the curriculum and/or developing a programme of extra-curricular and enrichment activities would be an advantage. The post would be suitable for an Early Career Teacher or a practitioner who is ready to take on leadership responsibilities in an ambitious and innovative MFL department.

The department attained strong results in all three languages at GCSE last year and we expect this strong achievement to continue this year as our current Year 11 and Year 13 students have made excellent progress.

### Our ideal candidate will display:

- A passion for teaching languages with evidence of enabling students to surpass expectations.
- Experience in teaching Spanish and French or Italian to at least Key Stage 4 and ability to teach at least 1 at A level with a good curriculum knowledge and understanding of GCSE and A-Level requirements.
- Experience of using data to push students to (and beyond) their targets.
- Experience of leading extracurricular activities and developing teaching and learning.

We are part of the Endeavour MAT family of schools, and we pride ourselves on setting consistently high expectations, securing outstanding outcomes and delivering exceptional standards of teaching and learning for all.

*As a Trust we are fully committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check.*



## Job Description

<b>Job Title</b>	<b>Head of MFL</b>
<b>Salary</b>	<b>MPS/UPS and TLR 1c (including Fringe allowance)</b>
<b>Hours of work</b>	<b>Full Time</b>

### **Overall Job Purpose:**

To lead and develop the MFL department to deliver inspirational teaching and to develop and support the teaching staff across all 4 languages offered. To sequence and develop the curriculum and ensure that students achieve at the highest levels in GCSE and A level respectively.

### **Main duties:**

#### **Set high expectations which inspire, motivate and challenge all pupils**

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge students to achieve their full potential.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of all our students.

#### **Promote good progress and outcomes for all pupils**

- Promote high standards of attainment, progress and outcomes for all students.
- Plan differentiated teaching to build on students' capabilities and prior knowledge.
- Guide students to reflect on the progress they have made and their emerging needs and adapt classroom practice if necessary.
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
- Encourage students to take a responsible and conscientious attitude to their own work and study.

#### **Demonstrate good subject and curriculum knowledge**

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interests in these subjects.
- Demonstrate an understanding of and take responsibility for, promoting high standards of literacy, numeracy and oracy including the correct use of English.

#### **Provide strong departmental leadership**

- Ensure high standards of Teaching and Learning across the department
- Support in setting a challenging and rigorous curriculum
- Create a positive Learning Environment across the department
- Identify and target students to ensure no student underperforms
- Support colleagues with training and development
- Hold members of the team to account with their classes and student outcomes

#### **Plan and deliver lessons**

- Have high aspirations for all students and challenge them to deepen their Knowledge and Understanding of the subject.
- Set lessons which progress students rapidly to aspirational learning outcomes.
- Set and assess 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.

#### **Adapt teaching to respond to the strengths and needs of all students**

- Use a variety of approaches and strategies to support students' learning.

- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and implement strategies to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching and learning 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.

#### **Make accurate and productive use of assessment**

- Make accurate and productive use of assessment in line with the expectations of the academy.
- Make effective use of a range of assessment for learning techniques to measure progress in lessons.
- 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 pupils to respond to the feedback.

#### **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 in both in classrooms and around the academy, in accordance with the academy's behaviour policy.
- Have high expectations of behaviour, and establish a framework 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.

#### **Fulfil wider professional responsibilities**

- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Take responsibility for improving performance through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents, carers and external agencies with regard to students' achievements and well-being.

Whilst every effort has been made to explain the main duties and responsibilities of the post, the list of tasks is not exhaustive. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.



## Person Specification

Area	Essential	Desirable
<b>Education and Qualifications</b>	<ul style="list-style-type: none"> <li>• Good degree and teaching qualification</li> <li>• Qualified teacher status</li> <li>• Evidence of professional development relevant to the role</li> </ul>	
<b>Experience and skills</b>	<ul style="list-style-type: none"> <li>• Experience as a classroom teacher in a secondary setting</li> <li>• An excellent classroom practitioner</li> <li>• Understands how and believes they can improve student outcomes</li> <li>• Excellent understanding of assessment processes and how to use these to support planning and raise student achievement</li> <li>• Experience of working with other teachers and supporting professionals to extend their understanding of educational issues</li> <li>• Evidence of successful leadership of an aspect of curriculum or pastoral related strategy and work</li> <li>• Ability to lead own professional development</li> <li>• Confident user of new technology as a management tool</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to lead an extra-curricular activity</li> <li>• Ability to teach to A Level at least one from French or Spanish</li> </ul>
<b>Knowledge and skills</b>	<ul style="list-style-type: none"> <li>• Knowledge of current curriculum development in their subject</li> <li>• Knowledge of a wide range of pedagogic approaches to cater for different learning styles and ensure that all students are engaged</li> <li>• Sound understanding of personalising the educational experience for students</li> <li>• To be able to effectively interpret, analyse and use data</li> <li>• Excellent interpersonal and communication skills (including written, oral and presentation)</li> <li>• Able to work with others to achieve common goals</li> <li>• Effective behaviour management</li> <li>• Able to provide clear direction and to inspire, motivate, and enthuse others</li> <li>• Effective behaviour management</li> <li>• Able to support staff and students in maintaining high standards</li> <li>• Excellent organisational skills</li> <li>• Preparedness to challenge under performance</li> </ul>	<ul style="list-style-type: none"> <li>• Coaching and mentoring skills</li> </ul>
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Ability to inspire, challenge and motivate colleagues</li> <li>• Have a positive approach to education</li> <li>• Energy, enthusiasm and perseverance</li> <li>• Reliability and integrity</li> <li>• Good interpersonal skills</li> <li>• Able to perform well under pressure</li> <li>• Clear vision and educational philosophy</li> <li>• Positive commitment to individual personal development</li> <li>• Capacity to work hard, under pressure, to meet deadlines</li> <li>• A good record of attendance during the last three years</li> <li>• Adaptable and amenable with respect to working practices</li> <li>• Ability to work independently and be a team player</li> <li>• Suitable to work with children</li> </ul>	

## Career with Endeavour MAT - what we can offer you:

In the competitive world of educational recruitment, it is important for teaching staff and support staff alike to consider whether there is a natural fit between their personal values and those of the organisation they are anticipating joining, whatever stage of their career they join us.

A significant reward of working within one of our Trust schools is that you will have the opportunity to work with some of the most talented, engaged and motivated students and staff in the country. Our common values of respect, integrity, determination, equality of opportunity and self-management instil in our students a strong work ethic and our supportive culture provides what many of our existing staff describe as a 'family feel' within our MAT.

As well as offering you a competitive salary and access to a generous pension scheme, there are also many additional benefits of working within one of our Trust schools, some of which are summarised below:

- A supportive and collegiate staffing team
- A strategic programme of personalised CPD is offered, to help you plan your future career
- As a Trust with both selective and non-selective schools, staff secondment opportunities are available
- Access to a range of career enhancing qualifications including National Professional Qualifications (NPQML, NPQSL, NPQH and NPQEL), as well as industry specific qualifications e.g. AAT; BIFM and Masters degrees
- Staff social events
- Staff enrichment opportunities e.g. Art classes, Book Club and Sporting activities
- Opportunities to participate in a varied programme of school trips, including visits to Thailand, Spain, Winter Sports in the USA etc.
- A policy of promoting from within (where possible).
- Access to coaching and mentoring and an assortment of intra school and Trust to Trust collaborative opportunities via our Teaching School Alliance NWKTSA

## Application Process

The closing date for applications is 9am Monday 13<sup>th</sup> May 2024 with interviews expected to take place on Thursday 16<sup>th</sup> May 2024.

Please complete the application form which can be downloaded from the School's website ([www.wgsq.co.uk](http://www.wgsq.co.uk)) and provide a supporting statement (on no more than two sides of A4). Your supporting statement should include how you meet the criteria in the person specification and how your skills and experience to date make you an ideal candidate for this post.

Please submit your application to:

By email: [recruitment@endeavour-mat.co.uk](mailto:recruitment@endeavour-mat.co.uk)

By post: Mrs Nishita Rana,  
Wilmington Grammar School for Girls,  
Parsons Lane  
Wilmington  
Kent  
DA2 7BB

Applicants who would like to visit our school prior to application, will be warmly welcomed. Please contact Nishita Rana on 01322 226351 to arrange.

**We will assess applications as they arrive and reserve the right to close the application process early.**