



HIGHSTED GRAMMAR SCHOOL



Highsted Road, Sittingbourne, Kent ME10 4PT

Headteacher: Anne Kelly BA MBA

Telephone: 01795 424223

www.highsted.kent.sch.uk

Email: admin@highsted.kent.sch.uk

Head of MFL, Maternity Cover

**TLR 2c
MPS/UPR**

Highsted Grammar require an exceptional teacher of MFL to lead the development of this subject at this outstanding girls' grammar school. This is a high profile area of school life, so the ability to teach at KS3 and at KS4 and 5 and the desire to join a winning team are essential. A contribution to the school's extensive enrichment programme would be an advantage.

Applications are invited from creative and ambitious colleagues who can make a substantial impact on our continuous improvement. A recruitment and retention opportunity is available for a suitably experienced candidate.

The post is an exciting and challenging one, offering exceptional opportunity in an outstanding school where we can offer you:

- the opportunity to inspire highly able and well-motivated students to fulfil and exceed their potential
- a dynamic and supportive working environment
- opportunities for professional development
- a private health care package supported by Benenden Health Care
- a competitive salary commensurate with experience

Please contact Angel Topping at the school via [email](mailto:angel.topping@highsted.kent.sch.uk) or visit our website to download further information and an application form:

www.highsted.kent.sch.uk

(Closing date noon 19th January 2026)

The school reserves the right to consider the merits of early applications

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.





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Welcome to Highsted

At Highsted, we view education as a creative process. Our vision is to lead a happy and cohesive community which fosters academic, emotional and physical confidence. In doing this we create inspirational learners with the courage to take risks and the wisdom to learn from their mistakes.

Our success is as a consequence of striking a fine balance between tradition and innovation. Our values are traditional ones and we offer an unashamedly academic curriculum. We are keenly aware that we are preparing our students for a working life none of us can yet anticipate. Our focus, therefore, is on developing the skills, attributes and habits of mind that equip our young women as life-long learners. Our aim is to launch them into the world as self-starters, focused but flexible, armed with the courage to grasp opportunities and the resilience and humour to negotiate setbacks along the way.

We hope that at Highsted you will find a society, a family – a place of lifelong learning that will support and encourage each and every member of our community.

Please use the contact details above if you would like the opportunity to tour the school or to meet the Head before making an application. I look forward to welcoming you to our school.

Anne Kelly - Headteacher

Ofsted - Good

'Pupils and students flourish and succeed at Highsted Grammar.'

'Pupils are courteous, polite and welcoming – they are happy, safe and well cared for.'

'Teacher's subject knowledge is exceptionally strong'

'Leaders set high expectations of what students can achieve. Pupils and students respond well to these high expectations.'

'An ambitious 'cognitive and compassion' curriculum offers a fitting balance of academic rigour and pastoral support.'

'Incidents of poor behaviour are low, and attendance is high. Pupils arrive punctually to their lessons, so learning time is maximised.'

Ofsted Inspection report 2023

About Us

Highsted Grammar School is a small girls' grammar school (around 900 on roll, including 182 in Sixth Form) situated in the North Kent town of Sittingbourne. 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 SCITT 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.

Selective Education

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. Highsted continues to be placed in the top 100 secondary schools (The Telegraph) based on our A-level results.

Partnership Working

The school, formerly sponsored by Microsoft, received specialist school status through science and consequently 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.

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 become a regular part of the summer term enrichment programme, supported by substantial grants from the EU.

Extra Curricular

Music and drama within the school are exceptional, with high quality productions taking place regularly. 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 other sports. 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 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. As a maternity cover this is an exciting opportunity to lead in a school where language learning is appreciated.

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.

We are committed to contributing to the continuous improvement of teaching and learning: as individual practitioners, as a team and as members of an outstanding school community. We are looking forward to appointing an outstanding colleague who can contribute to the progress of all of our students with energy, passion and skill.

About You

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.

Application & Interview Process

Applications will only be accepted from candidates completing the school's application form, which is available to download from the website. All sections of the application form must be completed as accurately and as full as possible. Alternatively, applicants may submit their application via the Kent Teach website. Please note that CV's will not be considered in isolation and must be attached to an application form as a supplementary form.

Closing date for applications: Monday 19th January, at noon
Interview date: TBC

The school may interview early in the case of an exceptional candidate. Candidates will be shortlisted based solely on the information provided within the application form, so ensuring your application form is accurate and fully completed is imperative.

After the shortlisting process has taken place, candidates will then be invited to interview and references then contacted.

All candidates who have been invited for interview will be required to bring the following documentation:

- Right to Work in the UK evidence (typically a birth certificate, passport or driving license)
- Criminal Record Self Declaration (will be sent ahead of the interview)

Highsted Grammar School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. An enhanced criminal record check via the Disclosure and Barring Service (DBS) will be undertaken for the successful candidate, including a check of the DBS Children's Barred List. All applicants must be willing to undergo safeguarding screening appropriate to the post, including checks with the DBS and at least two satisfactory references. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children

HIGHSTED GRAMMAR SCHOOL: JOB PROFILE

Management Role: Subject Leader

Major Department: MFL

ACTIVITY	RESPONSIBILITIES	NOTES
LINE MANAGEMENT	<ul style="list-style-type: none"> Responsible to: Head of Department (departmental role). Responsible to: Head of Year (form tutor role). Responsible for: Subject staff 	
CURRICULUM	<ul style="list-style-type: none"> Undertake responsibility for preparing, reviewing and keeping up to date schemes of work for all KS5 classes 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. Contribute to a subject development plan relating to KS5 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. Establish links with other departments to promote and enhance teaching and learning. Organise and contribute to extra-curricular activities to further the aims of the subject and the school. 	
PUPILS	<ul style="list-style-type: none"> Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline. 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. Assess and record each pupil's progress, including through observation, questioning, testing and marking. 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	<ul style="list-style-type: none"> Monitor standards of work to include: <ul style="list-style-type: none"> regular monitoring of the assessment of pupils and moderation of assessments to maintain consistency; monitoring achievement & 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 (see Staffing section overleaf). 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	<ul style="list-style-type: none"> • Contribute to departmental discussion on school subject matter, chairing regular meetings each term and forward key points relating to KS5 to SLG. • Attend and contribute to one of the school's working parties; feeding back to colleagues in subsequent meetings. • Contribute fully to Student Focus Group discussions, feeding back details to department team. • Share good practice within and across departments. • Ensure that form tutors, Heads of Year and Assistant Headteachers are informed of pupils' progress as necessary. 	
EXTERNAL COMMUNICATION	<ul style="list-style-type: none"> • 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 community aspects of the school's work. • Liaise with SLG, governors and external groups to evaluate and develop the importance of science for girls in the school and the local community. • Contribute to all responses and reports required by DFE in relation to maintaining the school's priority for language development; engage with initiatives to promote careers in languages after university. 	
STAFFING	<ul style="list-style-type: none"> • Monitor teaching and staff development: <ul style="list-style-type: none"> – 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 in service training needs relating to key stage 5 – report on the work and progress of teachers as required by the Headteacher; – challenge under-performance; – observe colleagues at work and encourage the evaluation and sharing of good practice; • 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. • Work with the SEND co-ordinator to ensure that IEPs are used to set subject specific targets and match work well to pupils' needs. 	
BUDGETS/ RESOURCES	<ul style="list-style-type: none"> • Ensure that published safety procedures appropriate to the department are adhered to. 	
OTHER SPECIFIED RESPONSIBILITIES	<ul style="list-style-type: none"> • Assume responsibility for being the point of contact regarding all aspects of language learning in the school <ul style="list-style-type: none"> – Extend the language experience across the school by developing enrichment activities to promote challenge, commitment and independent learning; • Community – extension to other schools and wider community groups relating to the enrichment programme. 	

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

Head of MFL

	Essential	Desirable
Experience	Qualified teacher, graduate in French.	Ability to offer a second language subject to GCSE.
	Successful contribution to science 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.
	Contribution to a school's MFL extra-curricular programme.	Experience of establishing business/community links.
	Knowledge of current developments in teaching and learning.	
	Evidence of working 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 having the highest aspirations for students.
	Ability to use ICT effectively to support teaching and learning.	Ability to develop the ICT skills of others.
	Ability to identify and develop opportunities.	Evidence of entrepreneurial approaches to problems.
	Ability to interpret data and trends.	Make informed use of data to raise achievement.