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Recruitment Pack

# HEAD OF FRENCH

November 2023

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# WELCOME FROM THE HEADTEACHER

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Dear Candidate

Thank you for your interest in the position of Head of French at Carshalton High School for Girls.

We are an all-girls' secondary school located in Carshalton in the London Borough of Sutton. The school is also part of the Girls' Learning Trust (GLT) which provides excellent opportunities for staff collaboration and career development.

At CHSG our vision is to be:

- A centre that is fearless in its commitment to excellence
- A safe, inclusive learning community where staff and students thrive

Securing high achievement and the wellbeing of students is at the heart of everything we do.

Excellent teaching, a strong pastoral system, high quality support and guidance where staff go the extra distance for students and an extensive range of additional learning opportunities ensure that the needs of every student are met, and each girl maximises her success.

Developing our staff and their wellbeing is also a high priority so we provide a well-resourced environment where staff are supportive of each other and work collaboratively. Staff CPD and development is important in our school and we take our responsibility to develop our staff seriously.

We are seeking to appoint a Head of French to support us in the next phase of the school's development. We need someone who is motivated; a team player with bundles of enthusiasm, a good sense of humour and a passion for working with young people in an all-girls environment.

We hope after reading this pack you are interested in joining our brilliant school and the wonderful CHSG team.

We very much look forward to receiving your application.

Yours faithfully,



**Maurice Devenney**  
Headteacher





## OUR TRUST

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### **What is a Multi Academy Trust?**

Multi-Academy Trusts (MATs) are where more than two schools have joined to form one organisation, governed by one Trust board. Our MAT is both a registered (exempt) charity and a company limited by guarantee, and since we operate within the state sector, we are regulated by the Education and Skills Funding Agency (ESFA). We receive our funding direct from the government on per pupil basis, and we also generate some income through various additional activities (including targeted capital funding bids, and out of hours lettings), which we invest directly into our educational activities.

### **What makes Multi Academy Trusts different?**

The original academies programme started in 2010 and was intended initially to provide an alternative governance model for schools. Since this process started, many schools have now identified the significant benefits associated with forming partnerships with other schools – enabling cost savings across central services, alongside the ability to invest in strategic roles supporting schools to become more effective. By ‘clubbing together’, our three schools have access to resources and support that individually they would not be able to afford, and ultimately, we are able to collaborate to provide better outcomes for our pupils.

### **What is the history of the Girls’ Learning Trust?**

In 2015, Nonsuch High School for Girls formed a multi-academy trust with Wallington High School for Girls, the Nonsuch & Wallington Education Trust. In 2018, the company changed its name to Girls’ Learning Trust (GLT) and later that year Carshalton High School for Girls joined the MAT.

Our schools share many characteristics and are held in high regard by the local community. They are high performing and deliver a broad, balanced and challenging curriculum setting high expectations. Students benefit from being taught by well-qualified, dedicated and committed staff who are experts in girls' education. The Trust benefits from the expertise within an executive support staff team that provides shared services for schools, including Finance, Estates, IT, Procurement, Capital Development Projects, HR, Governance, Audit and Risk. This core team of professionals ensure consistent methods of operation, strong quality assurance and best value across the Trust.

Relationships in the Trust, between staff and students or between colleagues, are built on mutual trust and respect. These relationships drive school improvement and contribute to the wellbeing of everyone. Visitors often comment on the high levels of motivation and positive behaviour of the students, the commitment and professionalism of the staff and the well-equipped school buildings. Strong academic performance is complemented by highly effective pastoral care. We believe in offering a broad experience that goes well beyond the academic, and girls are encouraged to develop their confidence, independence and resilience across a wide range of enrichment and extra-curricular activities.

### **What makes the Girls' Learning Trust special?**

While we work across the Trust to support school performance and ensure value for public money, we believe in allowing our schools autonomy in developing approaches to pedagogy and the curriculum that will deliver the very best outcomes for their students. Nevertheless, our shared values and the many opportunities we have for collaboration across our schools mean that we learn lots from each other and that we remain outward-focussed.

### **What is it like working at the Girls' Learning Trust?**

All of our staff are located at offices in one of our schools, ensuring our shared services gain an understanding of the challenges and opportunities that face our pupils, teachers and school leaders. The environment is fun, fast paced and collegiate. Colleagues join us from all different walks of life and for a host of different reasons. But the one thing that we all share is a passion for education and a desire to make sure young people get the best education possible.

There are some common features to working in any role at the GLT:

- A passionate and dedicated staff team who believe in the transformative power of education and take pride in the positive impact their roles have both inside and outside of the classroom.
- A team of problem solvers who constantly figure out ways to help pupils achieve better outcomes, tackling challenges both big and small together.
- A fun and empathetic environment: staff who support and take care of each other, bringing a sense of humour to the workplace.
- A commitment to professional development: we are proud of our culture of promoting GLT staff within and across our trust and have an excellent record of developing outstanding staff and preparing them for senior leadership.
- A commitment to safeguarding and wellbeing: we operate a rigorous recruitment procedure that includes DBS, medical screening and confirmation of qualifications. And we are committed to ensuring this remains our top priority.



## OUR SCHOOL

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### **Our School**

Carshalton High School for Girls is a highly successful comprehensive school for girls aged between 11 and 18. The school has expanded in recent years, is popular in the local community, and has a growing Sixth Form. Our school is a welcoming environment, which, paired with high standards, delivers an excellent education for our students. Our buildings that range from a traditional main block to much more recent buildings that contain specialist science labs, sports hall, dance and drama studios, music rooms and STEM workshops. The student body in our school is truly diverse, both in heritage and educational starting point.

The school is within easy commuting distance for London and surrounding counties by train, bus and car. It is a short walk to Carshalton station for trains that take approximately 30 minutes to London Victoria, by Southern Rail, or 45 minutes to London St Pancras, by Thameslink. The school is also within easy commuting range of South London and Surrey

### **Our Mission**

Our mission is to broaden the horizons of our students and staff through the provision of a world-class education filled with opportunity. We are a place of learning that is fearless in its commitment to excellence. We are also a safe, inclusive learning community where staff and students thrive. The CHSG motto is 'Excellence; everywhere, every day.' This is lived in all aspects of the school. We are unashamedly aspirational for our students and aim to equip them with the knowledge, skills and dispositions they need to be successful, both academically and in their wider lives. There is a culture of celebration established and reinforced by regular rewards and recognition of students' achievements. Our school values make explicit the traits and behaviours we prize:

Be ambitious

Be aware

Be involved

Be our best

Be together



## **#TeamCHSG**

Working at Carshalton High School for Girls means becoming a member of #teamCHSG. This team creates a culture which has:

- High aspiration and expectations of all
- Excellent behaviour
- Advantaging the disadvantaged at its core
- A simple and focused approach to school development
- Strong leadership across the school
- A culture of celebration
- Stakeholder Voice

## **Our Curriculum**

The CHSG curriculum is ambitious, broad and has been carefully crafted to serve our students. It is made up of five component curriculums, each based on principles of relevance, coherence, communication, confidence and inspiration.

### **The Subject Curriculum**

The subject curriculum is broad, knowledge rich and has a traditional academic core. We prioritise the accrual of powerful knowledge not just for its own sake, but to maximise students' potential social mobility. At Key Stage 3 all students study a core offer of English, Maths, Science and MFL with all students studying History and Geography until the end of Year 9 where they choose at least one to carry forward onto GCSE. The study of STEM, Computer Science, Art, Religious Studies, Citizenship and Music continues into Year 9. At Key Stage 4 all students study Separate Sciences and the vast majority also study an MFL. At Key Stage 5 students typically opt for three A level subjects. The traditional core of our curriculum is complemented by a range of vocation course choices at Key Stages 4 and 5.

Curriculum delivery is consistent across the school. Teaching supported by a CHSG Teaching and Learning Handbook of practical strategies that work in the context of our all-girls school. At Key Stages 3 and 4 the primary curriculum medium is bespoke workbooks produced in-house rather than the textbooks and exercise books. This reflects the care, pedagogical expertise and subject knowledge of our great teachers. There is a scheduled CPD programme, most of which is dedicated to working within departments in sessions focussing on successful implementation of the curriculum. Teaching is supported by a whole school behaviour system which is clear and effectual.

### **The Careers Curriculum**

The Careers Curriculum enables our students' successful transition to a future career path. It provides opportunities, through instruction and guidance, to build aspirations, develop capabilities, develop interests to support the making of informed decisions about subject choices and pathways. The Careers Curriculum contains a structured programme of activities to support students during key transition points at 13, 16 and 18 years old.

### **The Literacy Curriculum**

We prioritise a culture of reading, advantaging disadvantaged students who may not read widely at home due to a multitude of cultural, social and economic issues. The Literacy Curriculum is realised in a daily Tutor Reads Programme, Wider Reading and subject disciplinary reading. These contain carefully selected texts, are sequenced and link across curriculum areas, providing a relevant and coherent schedule.

### **The Leadership Curriculum**

The Leadership Curriculum provides opportunities for students to develop leadership skills through a variety of inspiring, challenging initiatives which impact positively on learning, teaching and well-being for both students and staff. Students are enabled to become effective, influential, and compassionate leaders in society through a range of inspiring leadership

opportunities. The Leadership Curriculum is wide-ranging, inclusive, and accessible to all, particularly our disadvantaged students.

### **The Pastoral Curriculum**

The Pastoral Curriculum is a broad and varied programme which enriches the experiences and improves the outcomes of our students, particularly the disadvantaged both at school, and in the wider life. The Pastoral Curriculum acknowledges that our students are growing up in an increasingly complex world where lives are lived seamlessly on and off-line, and our students are taught of the opportunities and the particular challenges this presents to girls. An excellent Pastoral Curriculum for every student is core to education at CHSG.

Our students also enjoy a full range of co-curricular activities. We stage an annual school production and numerous music evenings. There are numerous successful sports teams and clubs and dance groups. There are a range of societies including crochet, chess, origami and LGBTQI+. A full range of trips and visits has been re-established post-pandemic.





# OUR LEADERSHIP TEAM

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The Senior Leadership Team consists of three Deputy Heads, three Assistant Heads, three extended leadership members and five Directors of Faculty, who work closely and supportively to plan for the future development of our highly successful school. Collaborative and open working practices ensure coherence and clarity in the leadership and management of the school. The Local Governing Body is a strong and supportive team with considerable professional expertise.

## **Maurice Devenney (Headteacher)**

Maurice was appointed as Headteacher of Carshalton High School for Girls in September 2019. Having graduated with a degree in History in 2002, he subsequently completed his Master's in Education Management and the National Professional Qualification for Headship (NPQH). Before joining CHSG as part of the leadership team, Maurice held middle leader positions in comprehensive schools in Sutton and Surrey. Maurice is committed to girls' education and achieving excellent outcomes for all of his students.

## **Luke Conduit-Smith (Deputy Headteacher)**

Luke leads the pastoral systems across the school which includes behaviour, attendance and pupil progress teams. He is also the Events & Visits Co-ordinator and oversees the Duke of Edinburgh Award Scheme. Luke has over twenty years' experience including managing one of the largest school sports partnerships in the country. He has been a senior leader for almost twenty years. Luke is a graduate of London Southbank University, holding a BSc Honours in Sport and Exercise Science. Luke has been at CHSG for ten years and currently teaches Biology.

## **Jaqueline Green (Deputy Headteacher)**

Jacqui leads on the quality of education across the school and also has responsibility for pupil outcomes. She has 15 years teaching experience in London schools and has been a senior leader for 7 years in roles focusing on curriculum, teaching and learning, and professional development. Jacqui has a BA in History from Cardiff University but made the decision to become an English teacher due to her passion for literature.

## **Martin Sambrook (Deputy Headteacher)**

Martin leads on Curriculum. He has responsibility for staffing, timetabling and quality of the education. He also oversees careers education and staff performance. Martin has over twenty-five years of experience teaching and leading in comprehensive schools and has spent the majority of his career at Carshalton High School For Girls. He is a graduate of Southampton University and holds an MA in History in Education from UCL Institute of Education. Martin brings an expert knowledge of curriculum and the demands and opportunities of all-girls education.

## **Fiona Crump (Assistant Headteacher)**

Fiona leads on Pastoral Care and Student Wellbeing. She also oversees Homework, School Values, the Personal Development Programme, and the staff Teaching and Learning Coaches. Fiona graduated with a degree in English from the University of Reading before undertaking her PGCE at the Institute of Education, University of London. She has over twenty-five years of experience teaching and leading in girls' schools across London. Fiona is committed to preparing students for successful and happy lives, academically and personally.

## **Pamela Durrett (Assistant Headteacher)**

Pamela leads on CPD and the quality of education. She oversees the development of literacy, trainee and early career teachers, and leads the team of Teaching and Learning coaches. Pamela has over fifteen years of teaching experience, all of which have been with Carshalton High School for Girls; five of these were in a curriculum leadership role and five in the Senior

Leadership Team. She holds an MA in Economic and Social History from the University of Glasgow.

**Belinda Norman (Assistant Headteacher)**

Belinda leads the Sixth Form. She also has oversight of Rewards, the Leadership Curriculum and the House system. Belinda has over thirty years of teaching, predominantly in the borough of Sutton. She is a graduate of Chichester University with a B.Ed. Hons in Physical Education and has an MA in Education from Roehampton University. Belinda has extensive experience within teacher training, training and supporting staff in schools. She is an Advanced Skills Teacher and Specialist Leader in Education. Belinda is passionate about teaching and learning and supporting girls' leadership.

# OUR DEPARTMENT

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## **Size and Description**

The French department is very well established in the school. Its standing reflects the importance that the school places on students achieving the English Baccalaureate in Key Stage 4. The French department has a well-established programme of trips and visits.

## **Facilities and Resources**

The French department is housed next door to the Spanish department in the main building of the school. There is close collaboration between both departments. Classrooms are equipped with interactive whiteboards. The department also regularly uses adjacent computer suites.

## **Curriculum**

All students study either French or Spanish in Key Stage 3. The vast majority of students then continue with French or Spanish through to the end of Key Stage 4.

The department follows the AQA syllabus (8698) which students find both interesting and challenging. There are three main themes: Identity and culture; Local, national, international and global areas of interest, and Current and future study and employment.

The department also delivers a Key Stage 5 A level course when student recruitment permits it to operate.

## **Results**

Key Stage 4: in 2023 69% of students achieved a grade 4 or better and 51% a grade 5 or better. The three-year average ALPS score for the French department is 4. As well as securing positive outcomes for all key groupings, the department has been particularly impactful in securing excellent outcomes for low ability students.



# OUR COMMITMENT TO YOU

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Staff are our most valued asset, and we place a high emphasis on staff well-being and professional development.

## Teaching and Learning

- No requirement to write lesson plans for observations.
- No nonsense differentiation – everyone teaches to the top with some students requiring more support than others.
- CHSG Way documents: Teaching and Learning Handbook, Culture Code, Praxis support consistency and high standards.
- Planning supported by consistent schemes of work and in-house workbooks.
- Easy access to SEN register with clear practical support strategies updated termly.
- Assessment Policy: feedback for one audience, no tick and flick, revised marking scrutiny procedures focus on impact of feedback.
- No graded observations, no need to put on a show: observers want to see a typical lesson.
- All members of SLT teach and take an active interest in developing Teaching and Learning.
- Combined school diary and Planner for ease of planning. Calendar organised in advance to aid planning.

## Meetings and Data

- Meetings and Data Drops spread across the calendar using the same data for different audiences with a maximum of 3 data drops per year group per year.
- Reduced meetings before external examinations.
- Succinct weekly briefing creates a positive end to the working week.
- School events and meetings held on the same nights to aid with organisation.
- Clear and transparent directed time (adhering to the 1265-time limit) with daily directed time ending at 3.10pm.
- No kudos given for working extra hours just for the sake of it. Staff encouraged to have a life. School closes at 5.30 every night.
- No written subject reports.

## Facilities and IT

- Staff-only IT facilities, away from the classroom to allow for effective use of planning and marking time.
- Reduction in 'all staff' and 'reply to all' email culture with no expectation to respond to emails in the evenings or at weekends.
- CPOMS for ease of reporting and recording welfare and safeguarding concerns.
- Easy access to photocopiers. On site IT support and reprographics assistant.

## Training and Career Development

- Regular dept CPD to support individual needs and incorporate shared planning and shared resource development. Tailored CPD programme for support staff.
- Comprehensive new staff and Early Careers Teacher training, induction and support.
- Optional Teach-meet sessions to develop pedagogy.
- Sharing good practice optimised in meetings.

- CPD and meetings finish by 4pm.
- All new staff work with a dedicated Teaching and Learning Coach.
- Performance Development targets tailored to individual development.
- Cross Trust opportunities to develop expertise, including an annual GLT Conference.
- In-house experts on teaching and learning to help and support.
- Opportunities for Leadership development and promotion including a Middle Leader induction programme

## **Behaviour**

- High expectations of behaviour and a clear consistent approach to reinforcement.
- Clear and transparent behaviour policy.
- SLT on daily break and lunch duty to ensure no behaviour continues from lunch into lessons.
- Student Support team provide targeted support.
- Each year group has a Pastoral Support Officer, Assistant Head of Year and Head of Year. Deputy Head (Pastoral) works with the HOY to improve standards of behaviour.
- Centralised late procedure and detentions. Class teachers do not staff detentions.

## **Health**

- A clear, consistent, fair staff absentee policy.
- Certified medical and personal illness absence - no need for cover to be set.
- Workplace Options and Occupational Health (available on request.)
- Confidentiality around personal leave.
- Designated non-SLT wellbeing Lead (Helen Holmes).
- Wellbeing dog.
- Wellbeing taskforce (made up of CHSG staff) creates a strategic school plan informed by an annual survey. Taskforce links with GLT Wellbeing taskforce.
- Wellbeing weeks to encourage staff to think about self (no meetings on these weeks).
- Recognition, praise and thanks for going above and beyond including 'Red Letter Days' from students and thank you cards from colleagues.
- Training of Mental Health Champions to support staff and students.
- Late starts after Secondary Transfer Evening and major holidays.
- Catering company in the canteen meet a wide variety of dietary requirements.

## **Social**

- Christmas, Easter and Summer staff social events and half-termly coffee evenings.
- Staff association organises formal opportunities to socialise at Christmas and Summer.
- Informal social opportunities within the PE department with Fun Friday and running club.
- Annual whole school community picnic /big conversation.
- Staff room with tea and coffee facilities freely available.
- Birthday, wedding and new baby cards given to staff.

## **General**

- No blame culture. Supportive colleagues with good staff working relationships and an open-door policy to a supportive Middle and Senior Leadership Team.
- Collegiate approach to management, transparent with staff feedback considered.



## THE OPPORTUNITY

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We have an exciting opportunity for a motivated and aspirational leader, who is passionate about their subject, to join our school as Head of French in April 2024 or sooner if possible.

### **The successful candidate will**

- Have a proven track record of raising achievement
- Be an outstanding teacher
- Have a vision for leadership and be an inspiring leader or aspires to be an inspiring leader
- A commitment to improving the life chances of all our students; being willing to go the extra distance to do so

### **We offer**

- An aspirational vision of education
- A welcoming, friendly and supportive environment with wellbeing as a high priority
- A culture of distributed leadership
- Opportunities and encouragement to develop personally and professionally

The school is a short walk from Carshalton station. London Victoria is approximately a 30 minute journey by Southern trains, London St Pancras is approximately 45 minutes by Thameslink. The school is also within easy commuting range of South London and Surrey.



# JOB DESCRIPTION

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<b>Job Title</b>	Head of French
<b>Reporting To</b>	Member of the Senior Leadership Team
<b>Salary Scale</b>	Main or Upper Pay Scale TLR 2c £7,847

The role of the Head of Department is crucial in developing the ethos of achievement within the curriculum area, in harmony with the aims and ethos of the whole school. Heads of Departments are key to the success and development of the school, and the raising of student achievement.

Heads of Departments must ensure that targets for improvement in the curriculum area are set and met, through positive approaches to curriculum development, the planning and preparation of schemes of work, the monitoring of learning and teaching across the curriculum area and the support and development of staff.

Heads of Departments form a vital part of the middle leadership team. Heads of Departments need to have a good knowledge of educational issues and are expected to keep up to date with, lead on and work in conjunction with the Faculty Leader on improving pedagogy and practice where it is relevant to the curriculum area.

## **Main Purpose:**

The aims of the post of Heads of Department are to:

- Promote the development of the curriculum area.
- Ensure that learning is the core purpose of the curriculum area.
- Foster high achievement and excellence within the curriculum area ensuring that students are encouraged and supported to aspire beyond their personal best.
- Support the professional and personal development of staff.

## **Main Duties**

The main duties of this post are:

## **Staff**

Responsibilities in relation to staff are to:

- Monitor the effectiveness of, and have oversight for, the work of members of the curriculum area (where relevant).
- Ensure opportunities are provided for the professional development of staff, ensuring that they are up-to-date with developments in the subject Area in order to improve the quality of learning and teaching.
- Support the performance management of staff.
- Be responsible for the support and supervision of staff.
- Define, with the Senior Leadership Team Mentor, the role of staff with Teaching and Learning Responsibility Payments within the curriculum area (where appropriate).
- Supervise the work of Early Careers Teachers (ETCs) within the curriculum area, in co-operation with Senior Leadership Team member(s) and other staff such as the Leading Learning Co-ordinator, subject professional tutors and the Professional Co-ordinating Tutor.
- Establish clear procedures for consultation with staff in the curriculum area, in line with the consultative procedures of the faculty and school.

- Advise the Headteacher in matters concerning staff replacements, including the drafting of advertisements and selection criteria.
- Ensure when a colleague is absent that work is set for classes needing cover.
- Liaise with relevant visitors to the school and ensure they have adequate documentation, briefings and programmes for their visits.
- Ensure that staff support and uphold the school's aims and policies.
- Plan and prepare a working staff handbook for the curriculum area or contribute to a faculty handbook as appropriate, advising on procedures, policies and practices.

## **Students**

Responsibilities in relation to students are to:

- Have oversight of the learning of all students within the curriculum area working with the Faculty Leader as appropriate.
- Ensure that staff within the curriculum area create an ethos in which students feel safe and learn effectively.
- Ensure that rewards policies are applied in line with Faculty and whole school policy, so that students are praised and rewarded for good work.
- Ensure that proper assessment procedures are set up in line with faculty and whole school policy and monitor the quality of those assessment procedures, school reports and other such communications across the curriculum area.
- Ensure that structures are developed to deal with underachievement, poor behaviour and attendance where this affects learning, in line with Faculty and whole school procedures.
- Contact parents as appropriate in line with Faculty or whole school procedures.
- Liaise with Year Leaders on the needs of individual students and produce coursework deadline planners.
- Liaise with the Faculty Leader Learning Support and have oversight of the identification of school action learners in line with the SEND Code of Practice, and disseminate relevant student information, including the use of IEPs.
- Liaise and guide support staff as appropriate to ensure the needs of students are met.
- Oversee the allocation of staff to teaching groups and liaise with the Senior Leadership Team and Faculty Leader to ensure the effective delivery of the curriculum within whole school constraints.
- Oversee the organisation of suitable student groupings, particularly where there is setting within the curriculum area, and ensure that proper group lists are compiled for input onto the administrative computer systems.
- Liaise with the Exam Officers and Teachers' Assistants to ensure all aspects of internal and external exams are managed effectively.
- Provide opportunities within the curriculum area for the development of student responsibility.
- Ensure the provision of extended learning opportunities within the curriculum area, ensuring that any subject visits are organised in line with faculty and school journey policy.

## **Curriculum**

Responsibilities in relation to the curriculum are to:

- Ensure that suitable schemes of work are planned and prepared and take account of internal and external developments and requirements as well as school policies and aims so that the curriculum is effectively delivered to students of all abilities.
- Monitor and evaluate schemes of work and update as appropriate.
- Initiate curriculum discussion and ensure that there is constant review of teaching approaches and subject content, in line with the National Curriculum, exam syllabi and other external requirements, so that students can progress within school and when they leave.

- Oversee the use of baseline data within the curriculum area, in conjunction with the Senior Leadership Team member responsible for Assessment, Reporting and Recording.
- Oversee the analysis and dissemination of relevant student data, and use this to set realistic but challenging targets for staff and students.
- Provide information, as necessary, to the Headteacher, parents, teachers and governors about the work of the curriculum area, student progress, and exam results.

## **Resources**

Responsibilities in relation to resources are to:

- Plan and administer capitation income and expenditure and ensure that the school gets good value for money in all its purchases.
- Be responsible for monitoring the use of all curriculum area classrooms, negotiating with premises staff on relevant issues.
- Monitor the quality and effective use of classroom displays and liaise with the Learning Support Assistants as appropriate.
- Ensure that all staff have the equipment and resources needed for students to learn effectively and ensure that equipment and resources issued are properly used and returned.
- Be responsible for good Health and Safety practice within the area.

## **Role Specific**

- Undertake self-evaluation and review as appropriate in line with whole school self-evaluation and review processes, including annual review of the subject area SEF.
- Manage and monitor systematic forward planning for the curriculum area in line with the School Improvement Plan including developing a curriculum area Improvement Plan.
- Ensure there is a commitment to equality of opportunity for staff and students within the curriculum area in line with whole school principles.
- Promote the work of the curriculum area through parents' evenings, assemblies, cross curricular opportunities and links with the community.
- Contribute to the organisation and delivery of whole school assemblies.
- Oversee the effective running of an exciting co-curricular programme.
- Undertake any other duties that can reasonably be expected by the Headteacher to ensure the effective running of the curriculum area and whole school middle leadership functions.

## **Whole School**

- Play a full part in the life of the community, supporting the vision and aims of the school.
- Support the school in meeting its legal requirements for worship.
- Comply with all school and Trust policies.
- Undertake any other duty as specified by STPCD not mentioned in the above.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by the Headteacher (or designated person) to reflect or anticipate changes in the job which are commensurate with the salary and job title.



# PERSON SPECIFICATION

E: essential

D: desirable

<b>Qualifications and Training</b>	
Degree in French	E
Professional teaching qualification	E
INSET relevant to current developments in MFL, learning teaching and leadership	D
<b>Experience</b>	
Successful teaching at secondary level, with excellent subject knowledge	E
Implementation of the curriculum intent and evidence of monitoring impact	E
Evidence of a good record of raising achievement and improving exam results	E
Experience of successful team leadership	D
Evidence of the ability and experience to develop and maintain a vision for the curriculum area	E
<b>Knowledge and Understanding</b>	
Statutory curriculum requirements for MFL and the requirements for assessment, recording and reporting	E
The relationship of languages to the curriculum as a whole	E
Current educational issues affecting MFL and schools as a whole	E
Understanding of what constitutes outstanding leadership and teaching linked to the Ofsted framework	E
Understanding of how to meet the needs of all students	E
<b>Skills and Abilities</b>	
Ability to build a staff team and undertake the support and supervision of staff	E
Ability to plan, manage and focus meetings	E
Ability to inspire students and staff	E
Ability to use data and information to support self-evaluation and review and set targets to raise standards	E
Good organisational and administrative ability	E
Ability to work under pressure and meet deadlines	E
Ability to manage students firmly, fairly and effectively	E
Ability to be adaptable and flexible in order to meet the diverse nature of the Head of Department role and changing demands	E
Good ICT skills	E
Excellent written and oral communication skills	E
<b>Personal Attributes</b>	
A passion for the subject and to improving the life chances of young people through teaching	E
A willingness to go the extra distance for students	E
Good personal presentation: the school expects a professional standard of dress	E
Energy and a sense of humour	E
Excellent attendance and punctuality	E

# APPLICATION PROCESS

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## **Safeguarding**

The Girls' Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. In order to meet this responsibility, we follow a rigorous selection process to discourage and screen out unsuitable applicants. As well as verification of identity, we ask all employees to undertake an enhanced DBS disclosure. For any shortlisted applicants, we are also required to conduct an online search about you in accordance with Keeping Children Safe in Education guidance, in order to identify any incidents or concerns which are publicly available online.

## **Data Protection**

As part of our recruitment process, Girls' Learning Trust collects and processes personal data relating to job applicants. The Trust is committed to being transparent about how it collects and uses that data and to meeting its data protection obligations. For further information about this and to read our Data Protection and Freedom of Information Policy, please visit: [www.girlslearningtrust.org/our-governance/policies](http://www.girlslearningtrust.org/our-governance/policies)

## **Application Process**

We operate a safer recruitment process. All applications should be via our official application form and equal opportunities form, available on our website: [Join Our Staff \(chsg.org.uk\)](http://chsg.org.uk)

Please send your complete application to: [vacancies@carshaltongirls.org.uk](mailto:vacancies@carshaltongirls.org.uk)

## **Closing Date**

Applications must be received by no later than 10am on Monday 4<sup>th</sup> December 2023.

*Early applications are encouraged and we reserve the right to close the vacancy if a suitable candidate is found.*

## **Interviews**

Interview date: w/c 11<sup>th</sup> December 2023.

## **Notification & Feedback**

Candidates who have taken part in interviews will be notified as soon as possible – please ensure that you have provided day and evening numbers on which you can be reached. Constructive feedback will be provided for all candidates invited to interview.

## **Additional Information**

If you would like to arrange an informal discussion about this exciting opportunity please email [vacancies@carshaltongirls.org.uk](mailto:vacancies@carshaltongirls.org.uk) to arrange a mutually convenient time.



Girls' Learning Trust  
[www.girlslearningtrust.org](http://www.girlslearningtrust.org)