



THE
GATWICK
SCHOOL

Recruitment Pack

Head of Modern Foreign Languages



“An all-through school from Reception to Year 11 where every pupil is entitled to the highest quality educational experience in order to maximise their individual outcomes and life chances.”

Dear Applicant,

Thank you for your interest in our school.

The Head of Modern Foreign Languages role is crucial here at The Gatwick School. You will be joining a successful department who are ambitious and hard working. Pupils study Spanish from Year 1 to Year 11 and we have recently introduced French in Year 7.

We are looking to appoint someone who has high expectations of themselves, colleagues and pupils with the energy and determination to make a difference. The successful candidate will be strategic, reflective, and positive; an excellent classroom practitioner; someone who motivates and inspires confidence; a clear communicator who is collaborative and builds strong relationships.

Our vision is for all pupils to have a love of learning, a positive and resilient approach with a strong sense of community. Each individual pupil will be encouraged to be aspirational, prepared for their future and inspired to make a difference. We strive for this by providing high-quality teaching which focuses on learning and furthering understanding. This is reflected in our values:

Character - Being our personal best, being kind and developing resilience

Culture - A diverse and cohesive community, with high expectations and celebration

Currency - Outcomes to open doors of opportunity, providing experiences and building a positive reputation



There is strong pastoral support and, alongside the individual care given to pupils, there is an increasing focus on character and a proactive approach to wellbeing. Our culture is one which celebrates the diversity of the school's intake and through the assembly, House Guardian (tutor) time and Personal Development programme where we build an understanding, kind and respectful ethos. We have

developed our extra-curricular activities to enable pupils to enhance their existing skills, discover new ones and broaden their horizons. The Gatwick School is fortunate to be part of Pansophic Learning's international family of schools.

They are renowned as a provider of world class schools that foster a love of learning and inspire pupil success. This partnership allows the The Gatwick School staff and pupils visit schools around the world and benefit from being part of this global education community.



Our pupils are drawn from Crawley, Horsham, East Sussex and Surrey with many traveling long distances to be a part of The Gatwick School. There are over 900 pupils in the school. In the secondary phase, we have four form entry throughout Years 7 to 11, whilst our Primary

phase is 2 form entry from Reception to Year 6.

We have a strong team of middle leaders who are role models for their staff, enjoy teaching their subject, share enthusiasm as well as our knowledge, are asked thought provoking questions by pupils and have time to discuss pedagogy with colleagues. We are looking for colleagues who will share our positive, hardworking ethos; a collaborator who not only excels in their own area but is willing to help out staff and pupils whenever needed and continues to be committed to their own professional development. You do not need previous experience of an all through setting (either as a teacher or a pupil) as you could as easily bring experience from a Primary or Secondary setting. The Gatwick School is a supportive and happy environment in which leadership, teaching and support staff work together to provide pupils a great educational experience.

We continue to reflect on ways we can improve and support pupils to make further progress. We are embedding a culture of development across the whole staff; we want The Gatwick School to become a professional learning community with a rich CPD offer that supports every part of our school. The well-being of our staff is an important part of our culture here at The Gatwick School. We think that happy staff who feel well supported deliver better outcomes for our pupils.

Thank you for taking the time to consider The Gatwick School, we look forward to receiving your application.

Kind regards,

A handwritten signature in blue ink, appearing to read 'S Firth', with a horizontal line underneath.

Simon Firth
Headteacher

About the Aurora Academies Trust

Aurora Academies Trust was set up in 2012 to instill in our pupils a love of learning and to raise their aspirations so that they become responsible citizens who make a positive contribution to society. We aim to prepare them for success in later life, be that at college, university or in the world of work.

Our aim is to provide outstanding education for the children and families that our academies serve in their local communities. We focus on *each child every day*, in order to support and challenge their learning and enjoyment of education, irrespective of their prior academic attainment or background. Our schools promote equality and diversity and place great emphasis on teaching respect and tolerance of others' cultures and beliefs.

Our vision and values are expressed best by our *Aurora Pillars* that support the development of the children, families and staff in our school communities.

The trust operates 7 academies, serving over 3,000 children aged between 2 to 16, and we employ over 400 staff. Aurora exists to improve educational and other outcomes for every one of our children and they are at the very heart of all that we do. Each of our schools is different because we recognise that they serve their own unique communities. However, whilst acknowledging these differences, you would always know that you were in an Aurora school, because we share the same ethos and we all subscribe to the vision and values expressed in this document. Aurora is very much *Seven Schools, One Family*.

Vision and Values

Aurora began as a Multi Academy Trust (MAT) in 2012 and, by 2017 when the DfE published its very first MAT Performance Tables, Aurora was ranked the number one MAT in the SESL region for Reading Progress and number two for Maths Progress. This evidenced a remarkable school improvement journey made by Aurora's academies and demonstrates that our Trust's approach and methodology has had a very positive impact upon the young people in our care. Aurora's vision and values are best summed up in two ways: firstly, by the Trust's intent for the outcomes to be achieved by each child, irrespective of which of our schools they attend (Every Aurora Child Will ...) and; secondly, by the vision and values that govern how our schools operate (The Aurora Pillars).

Aurora does not dictate how its schools operate because we recognise that every school is unique and that it serves its own unique community. Thus our schools keep their own name, choose their own uniform and logo and they also decide upon the curriculum on offer, which will reflect their local circumstances and pupil profile. However, because of the very collaborative manner in which our schools work together, best practice has emerged and so there are things that all of our schools do collectively, and some others that just a couple of schools will do. All of these decisions are arrived at in a spirit of genuine partnership between the Trust's Executive Team and Headteachers.

One of Aurora's unique aspects is our relationship with our sponsor, Pansophic Learning. Pansophic operates schools internationally, mainly in the US where they operate over 50 Charter Schools but they also have schools in Dubai, Switzerland and Africa. Three Pansophic executive officers are also trustees of Aurora and they help to provide strategic expertise to the Aurora Trust Board. There are also many other benefits of this partnership including some pupil-to-pupil communications as well as teacher exchanges that provide fantastic professional and cultural development for our staff.

We are all here to achieve the same thing, namely to provide a world class education for the young people in our care; each child ... every day.



The Aurora Pillars



[Check out our website for more information](#)

Job Description

RESPONSIBLE TO: Assistant Headteacher

Overall responsibility: To be a model of excellence in leading the strategic and long-term development of the MFL Department.

SECTION 1 – Leadership & Management responsibilities:

1. To ensure that all members of the MFL Department provide high quality learning experiences for all learners
2. To coordinate and manage the work of your staff and monitor their performance
3. To ensure that all staff are fully up to date with recent developments in their subject area
4. To develop the MFL curriculum to meet the needs of all learners
5. To work with your teachers and have overall responsibility for curriculum development and planning in all key stages linked to an excellent knowledge of external assessment and standards
6. To secure outstanding progress and outcomes for all learners
7. To undertake quality assurance of the work and progress of the Department team
8. Coach and mentor staff
9. Lead CPD to develop outstanding teaching and learning across the Department
10. To report to Leadership Team on the quality of education in the Department

SECTION 2 - GENERAL TEACHING DUTIES

Leading Teaching and Learning

1. To monitor student learning through effective teaching in the MFL Department and in accordance with the Department's schemes of work and policies
2. To monitor continuity, progression and cohesiveness in all teaching across the Department and take appropriate action where it is not
3. To regularly monitor the delivery of the curriculum
4. To ensure that across the Department a variety of methods and approaches (including differentiation) are used to match curricular objectives and the range of student needs, and ensure equal opportunity for all students
5. To monitor homework regularly, (in accordance with the School homework policy), and to check that it is set to consolidate and extend learning and encourage students to take responsibility for their own learning
6. To ensure that Department staff work with SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons
7. To model and set high expectations for all staff and students, to deepen their knowledge and understanding and to maximise their achievement
8. To model and use positive management of behaviour in an environment of mutual respect which allows students to feel safe and secure and promotes their self-esteem. To support Department staff with behaviour management.

9. To oversee a programme of extra-curricular activities including; clubs, trips, visits and intervention/revision sessions.
10. To ensure where possible, that appropriate work is set to cover absences

Monitoring, Assessment, Recording, Reporting, and Accountability

1. Be immediately responsible for the processes of identification, assessment, recording and reporting for the students across the Department
2. To lead on and oversee internal and external examinations
3. To monitor that marking is completed in accordance with the marking policy
4. To lead on, and work with subject leaders in analysing examination results and assessment data to plan interventions
5. To monitor student work and ensure the assessment policy is followed

Subject Knowledge and Understanding

1. Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study and specifications for examination courses
2. Keep up-to-date with research and developments in pedagogy and the subject area

Professional Standards and Development

1. Be a role model to staff and students through personal presentation and professional conduct
2. Arrive in class, on or before the start of the lesson, and begin and end lessons on time
3. Cover for absent colleagues as is reasonable, fair and equitable
4. Be familiar with the AAT Employment Manual and support all the School's policies
5. Establish effective working relationships with all staff
6. Be involved in extracurricular activities such as contributing to after-school clubs and visits
7. Liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare
8. Consider the needs of all students within lessons (and implement specialist advice) especially those who:
 - have SEN
 - have high academic potential
 - are not yet fluent in English
9. Uphold and maintain the practice, ethos and policies of The Gatwick School at all times

Health and Safety

1. Monitor and uphold health and safety requirements within MFL Department
2. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions
3. Notify the site team immediately of any concerns in the classroom environment that might compromise the health and safety of students and staff
4. Cooperate with the employer on all issues to do with Health, Safety & Welfare

Continuing Professional Development

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the school curriculum, which may lead to improvements in teaching and learning
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available
3. Maintain a professional portfolio of evidence to support the Performance Appraisal process – evaluating and improving own practice
4. The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade

N.B: Every subject teacher will be expected to have pastoral responsibilities. This job description will be reviewed from time to time and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Person specification

CRITERIA	ESSENTIAL QUALITIES	DESIRABLE QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • Degree • Qualified teacher status 	
Experience	<ul style="list-style-type: none"> • Ability to teach Spanish up to GCSE level. • Teaching experience and a track record of excellent outcomes 	<ul style="list-style-type: none"> • Ability to teach French would be desirable
Skills and knowledge	<ul style="list-style-type: none"> • Expert knowledge of the Languages Curriculum • Understanding of high-quality teaching and learning strategies in the subject, and the ability to model this for others and support others to improve • Ability to build effective working relationships with staff and other stakeholders • Understanding of how to adapt teaching to meet pupils' needs • Knowledge of guidance and requirements around safeguarding children • Good IT skills • Effective communication and interpersonal skills, with the ability to communicate a vision and inspire others 	<ul style="list-style-type: none"> • Awareness of local and national organisations that can provide support with delivering the subject
Personal qualities	<ul style="list-style-type: none"> • Ability to uphold and promote the ethos and values of the school • Commitment to safeguarding and equality • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Ability to work under pressure and prioritise effectively • Maintain confidentiality at all times 	