

BURNTWOOD

AN ACADEMY FOR GIRLS

Principal: Mrs Helen Shorrocks BSc PGCE

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Roll: 1,544 (Sixth Form 413)



Recruitment Pack

Join us

Head of Spanish

Closing date: Friday 14th March 2025, 1pm

Start Date: September 2025

'The best education today, for the women of tomorrow.'

Job Advertisement

Head of Spanish

Full time/Part time: Full Time

Salary Grade: Teachers' Pay Scale (Inner London) plus TLR 2.2 allowance (currently £5,641/year)

Reporting to: Head of Cluster

Commencing: September 2025

We are seeking to appoint a highly motivated, committed, and inspiring Languages Teacher who can be the Head of Spanish for our Languages Cluster from **September 2025**.

The successful candidate will be expected to teach both French and Spanish to KS3 and Spanish to A-level as well as leading the development of Spanish to ensure that achievement, teaching, the curriculum and leadership and management in Spanish all remain first-class. Managing the design, evaluation and development of the curriculum is a major component of this post. Also included is a contribution to personnel management and development, student engagement, the Cluster Curriculum Team and performance management.

The successful candidate will:

- Have a good relevant first degree and be QTS qualified by the start date;
- Have the subject knowledge to teach Spanish to A-Level and French to KS3
- Proven experience of teaching A-Level Spanish
- Excellent communication and interpersonal skills, enabling you to collaborate effectively with colleagues, students, and external stakeholders.
- A passion for education and a commitment to student success, with a demonstrated track record of fostering a positive and engaging learning environment.
- An understanding of current curriculum requirements and the ability to adapt teaching methods to meet the needs of diverse learners.
- A strong commitment to professional development, with a willingness to continuously enhance your knowledge and skills.
- Be able to motivate and inspire students;
- Be committed to working successfully as a member of a team;
- Have strong organisational and interpersonal skills.

Burntwood is a popular, highly successful, multi-cultural school. We put equality, safeguarding and inclusion at the heart of our ethos. Burntwood has a strong corporate identity characterised by our firm commitment to the UNICEF Convention on the Rights of the Child.

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff and volunteers to share this commitment. The successful applicant will be subject to pre-employment checks including an enhanced DBS check.

How to apply

To apply for this role, please select 'QUICK APPLY' on the TES recruitment website:

[Head of Spanish, Wandsworth - Tes Jobs](#) to complete and submit an application. CVs or any other form of application will not be accepted.

Should you require any other details please contact our HR team at recruitment@burntwoodschool.com

Closing date for applications is **Friday 14th March 2025, 1pm**.

The interview date is to be confirmed.

School Information

About Burntwood – An Academy for Girls

Thank you for your interest in working at Burntwood. We hope that the information provided here and on [our website](#) will help you with your application and give you a flavour of our school.

Burntwood is a highly successful academy for girls. We are an 11-19 comprehensive school with 1,544 students, of whom 413 are in our mixed Sixth Form. The majority of our students progress to our Sixth Form and the vast majority then on to university and higher education.

Burntwood was rated as “Good” by OFSTED at our last Inspection in January 2020 and we are very proud to be one of only two secondary schools in London (and one of only 16 secondary schools in the United Kingdom) to have been awarded the highest level of the UNICEF Rights Respecting School Award: Level 2. We also have NACE Accreditation, Artsmark Gold, Sportsmark and Healthy Schools status as well as SMSC Quality Mark and International Schools Mark.

We work in partnership with a number of higher education providers, local schools, and other educational bodies to enable our staff to access a range of different learning opportunities. In recognition of the quality of our professional development we have been awarded the Professional Development Platinum Mark by UCL (Institution of Education).

At Burntwood, staff work in a harmonious atmosphere with students who get on well together and happily respect each other’s cultural backgrounds. They openly acknowledge and celebrate their different abilities and talents. Students enjoy a wide range of extra-curricular activities including choir, orchestra, shows and sporting activities.

Burntwood School was rebuilt in 2015 and the quality of the design of the School led to it winning the prestigious RIBA Stirling Prize for 2015. We are proud of our new state of the art learning environment which is fully equipped to enable us to continue to deliver an excellent education and broad and balanced curriculum to our students and the wider community.

As a member of Burntwood staff, you would join a team of dynamic and committed professionals who work to develop enquiring, informed and resilient students who are able to meet the demands of a rapidly changing world.

Languages Cluster Information

Languages

The Languages Cluster at Burntwood is a successful, vibrant and supportive place to work, where students of all backgrounds and abilities come together to enjoy learning languages. We are committed to promoting not just language learning but also intercultural understanding across the whole school. Languages are a key and popular part of Burntwood's broad and balanced curriculum offer and take up at GCSE is around 90%. The cluster includes thriving provision for Classical as well as Modern Languages across the full age range of the school.

We are a team of 8 teachers, including the Head of Cluster and Heads of individual languages with many experienced staff and excellent retention rates. We also benefit from the support of Foreign Language Assistants who work predominantly with our GCSE and A-Level students. All members of staff have their own classrooms, there is also a shared workspace and ample access to bookable IT facilities, and a range of web-based resources. We are passionate about languages, and about inspiring our students to enjoy and achieve in our subject.

French and Spanish Curriculum

In Key Stage 3 all students study either French or Spanish in mixed ability tutor groups. At KS3 our curriculum is based on Dr. Gianfranco Conti's Extensive Processing Instruction (EPI) methodology. Our EPI approach includes the use of sentence builders to support and model target language constructions in manageable chunks. This is then reinforced by extensive practice of key structures in fun but meaningful ways, leading to high levels of engagement and increasing spoken confidence.

French and Spanish are popular options for GCSE, where we follow the Pearson Edexcel syllabus. The number of students achieving the Ebacc is above the national average. We consistently achieve excellent results in Languages at A Level (Edexcel syllabus), which enable students to progress to Oxbridge and other Russell Group universities to continue their language studies.

Beyond the curriculum

Urdu is also offered from Year 9 for students with a background related to the language, and can be taken as a GCSE subject. Latin and Ancient Greek are offered as extra-curricular activities in Key Stage 3 and are growing in popularity as options at GCSE and beyond. Mandarin is taught as part of a partnership with London Southbank University. We value all languages spoken in the community and positively encourage students to maintain these languages, entering for examinations where appropriate.

The Cluster organises whole school events to mark occasions such as European Day of Languages and Mother Tongue Day, promoting language learning and cultural diversity across the whole school. We also offer the opportunity to participate in local, national and international competitions as well as trips and visits to enrich the curriculum. We have recently launched an exciting Languages Scholars programme to further improve our provision for our most able students.

Person Specification

Head of Spanish

Full time/Part time: Full Time

Salary Grade: Teachers' Pay Scale (Inner London) plus TLR 2.2 allowance (currently £5,641/year)

Reporting to: Head of Cluster

Commencing: September 2025

The person specification below outlines the key knowledge, experience, skills and qualities required for this position. Candidates will be expected to demonstrate knowledge and understanding of each area and to show evidence of having applied (or an awareness of how to apply) this knowledge and understanding in the school context. The selection panel will assess each candidate against the below criteria listed.

	Criteria	Essential	Desirable
1	Good, relevant first degree	X	
2	QTS qualification by the start date	X	
3	Ability to teach Spanish to A-Level	X	
4	Ability to teach French to KS3	X	
5	Enthusiastic teacher who is well organised, conscientious and flexible	X	
7	Ability to work to deadlines	X	
8	Ability to communicate orally with confidence and sensitivity	X	
9	Ability to make use of ICT to support learning in the classroom and beyond	X	
10	Ability to work well with others as part of a team	X	
11	Commitment to equal opportunities	X	
12	Commitment to continuous professional development	X	
13	Strong record of punctuality and attendance	X	
14	Relevant teaching experience in the UK		X
16	Lively, enthusiastic and positive personality		X
17	Willingness to support extra-curricular activities and the wider life of the school		X

Job Description

Head of Spanish

Full time/Part time: Full Time

Salary Grade: Teachers' Pay Scale (Inner London) plus TLR 2.2 allowance (currently £5,641/year)

Reporting to: Head of Cluster

Commencing: September 2025

The duties outlined in this job description are in addition to those covered by the most recent School Teachers' Pay and Conditions Document.

General Responsibilities

- Development and implementation of the department's curriculum, ensuring it aligns with national guidelines and meets the needs of our diverse student population.
- Supporting teachers in their professional development, providing subject-specific advice, guidance, and resources to foster effective teaching practices.
- To carry out the general duties and responsibilities of a professional school teacher as contained in the annual School Teachers Pay and Conditions Document and Staff Code of Conduct.
- To implement whole school, cluster and year policies.
- To take part in scheduled meetings with colleagues and parents in accordance with the school's published calendar.
- To share in break duties in accordance with published rotas.
- To share cover for absent colleagues in accordance with the school's schedules.
- To participate in whole school, cluster, pastoral and individual arrangements for her/his in-service training and professional development.
- To be a member of a cross-curricular team.
- Use Microsoft Teams in a constructive way as part of your teaching and pastoral roles.

Academic Curriculum (under the guidance of the Head of Cluster)

- To plan and prepare courses and lessons for the classes assigned.
- To teach according to the educational needs of the students assigned to her/him. This includes the setting, marking and assessing of classwork, homework, projects and fieldwork etc. carried out by students.
- To keep records of students' attendance at lessons together with class and homework set and undertaken.
- To review and evaluate programmes of work.
- To maintain good order and behaviour among students to facilitate their learning and safeguard their health and safety both in school and in authorised school activities elsewhere.
- To participate in public and internal examination arrangements, as well as other assessment programmes.
- To communicate with parents with regard to students' progress through writing reports and/or profiles, attending scheduled parents' meetings and, where appropriate, by letter or telephone.
- To be responsible for her/his teaching room(s) with regard to good order, health and safety, appearance and display.
- To share in the cluster's work in curriculum development with regard to courses of study, teaching materials and methodologies used.
- To take part in the cluster's methods of teaching, assessment and profiling records.
- To be responsible for the best use of all resources allocated by the Head of Cluster and to ensure that there is no wastage.
- To take appropriate responsibility for the supervision and security of rooms and equipment.

- To adhere to all agreed whole school policies e.g. Feedback Policy, Homework Policy, SEN Policy, More Able Policy, Child Protection and Safeguarding Policy, Equal Opportunities Policy, GDPR Policy and any other relevant school policies.

Role of Tutor

It is the role of the tutor to:

- have an overview of the academic, personal and social development of all students in his/her tutor group;
- have an awareness of student experience across the curriculum;
- provide structured support and guidance to promote student achievement;
- maintain contact with parents/guardians to ensure that they are informed about their child's progress;
- ensure that all members of the tutor group adhere to the rules and support the ethos of Burntwood School;
- liaise with the YCC with regard to all members of their tutor group;
- be a proactive member of the Key Stage team by exchanging views and ideas and contributing to the ongoing development of the team.

Daily

- complete the registers in accordance with section 6.11 of the staff handbook and ensure it is kept in good order;
- check uniform daily ensuring that each student is in the correct uniform, including coat and jewellery;
- ensure that each student has their diary/organiser;
- go to the Year Office to check pigeonhole for information.

Weekly

- plan and deliver the pastoral curriculum, mark assessments and set cover when necessary;
- monitor student diaries/organisers (in relation to the writing down of homework/parental queries/rewards/sanctions), sign them and refer concerns to the Year Office directly.

Academic Support

All tutors have responsibility for the academic support of students in their tutor groups and this is managed in the following ways:

- Preparing for and completing SAC and report day meetings, enabling students to set targets which support their learning and achievement.
- Reviewing targets in tutorial time.
- Following up purple slips/monitoring sheets with students and liaising with the YCC in relation to student achievement.
- Being aware of the rewards given to students and following Key Stage procedures with regard to recording/recognising such rewards.

Attendance and Punctuality

Tutors have a key role to play in promoting and rewarding good attendance and punctuality and are the first point of contact on these issues. The tutor must make clear the high expectations of both the School and the year group. The tutor should provide positive reinforcement but will also follow up reasons for absence by making contact with families as necessary in line with the School's Attendance and Punctuality Policy.

Discipline

- Ensure that good discipline is maintained at all times in the tutor room.

- Follow up comments in the Daily Diary and purple slips received from cluster areas (this will include discussing the issue raised with the student) and liaise with the YCC over any action that needs taking (this includes truancy) in line with agreed Year Policy.

Parents

Tutors are the first point of contact for the parent/guardian for most enquiries. Tutors must aim to establish an effective working relationship with all parents, thus supporting the three way partnership between school, student and parent. The tutor must ensure that the YCC is involved in any areas of concern as they arise.

Assemblies

Tutors are expected to attend all year and whole school assemblies and to supervise their tutor group en-route to and inside the assembly. Bags are not to be taken into whole school assemblies but instead should be locked in the tutor room. A prompt arrival ensures a prompt start to assembly. Tutors are expected to contribute to year assemblies as appropriate.

General

- Form positive relationships, enabling students to view the tutor as a person they can consult with.
- Be sensitive to the problems of all individuals in the tutor group, referring students to their YCC as appropriate.
- Take responsibility for the tutor group noticeboard.
- Be responsible for the election of tutor group representatives.
- Ensure that all students are aware of fire drill procedures.

Safeguarding

- Be fully aware of and understand the duties and responsibilities arising from the Children's Act 2004 and Working Together in relation to child protection and safeguarding children and young people as this applies to the role within the organisation.
- Be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to the role.
- Ensure that the Safeguarding Team, particularly the Designated Safeguarding Lead, is made aware and kept fully informed of any concerns in relation to safeguarding and/or child protection.

Data Protection

When working with computerised systems to be completely aware of responsibilities at all times under the Data Protection Act 2018 for the security, accuracy, and significance of personal data held on such systems. Be mindful of how data is handled and seek consent and guidance from line managers or designated leads before sharing or storing confidential information.

Equal Opportunities

Actively support the School Equality Policies. To take responsibility, appropriate to the post for tackling racism and promoting good race, ethnic and community relations.

Health and Safety

Employees are required to work in compliance with the school's health & safety policies and under the Health & Safety at Work Act, ensuring the safety of all parties they come into contact in premises or sites controlled by the school.

Safer Recruitment

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Appointment is subject to an enhanced Disclosure and Barring Service (DBS) check and satisfactory references. In line with [Keeping children safe in education - KCSIE](#), the school may consider carrying out an online search as part of due diligence on shortlisted candidates, in order to identify any safeguarding or suitability issues.

Additional Information

The main duties and responsibilities indicated are subject to the general duties and responsibilities contained in the written statement of particulars of employment (the contract of employment). Other duties of an appropriate level and nature may also be required, as directed by the Principal and Head of Cluster. Please note that the post holder may be required to work outside of normal school working hours for school events, meetings and emergencies. The job description may be reviewed annually in the light of those changing requirements and in consultation with the post holder and Principal.

I have carefully read and understand the contents of this job description and person specification. I understand the responsibilities, requirements and duties expected of me (to be signed if appointed).

Print name:

Sign:

Date: